DOCUMENT RESUME

ED 045 262 80 RC 004 907

TITLE	RCP Local School Projects in North Carolina.
INSTITUTION	Regional Curriculum Project, Atlanta, Ga.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Dec 68
NOTE	77p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.95
DESCRIPTORS	*Educational Change, *Educational Innovation, *Federal Programs, Humanities, Mathematics Education, Nongraded Classes, Program Evaluation, *Regional Cooperation, *Rural Education, School Redistricting, State School District Relationship, Team Teaching
IDENTIFIERS	*North Carolina

ABSTRACT

One of 6 state reports prepared in cooperation with the Regional Curriculum Project, the document discusses 4 major educational programs conducted in North Carolina since 1965. "The Story of Merger and Educational Change in Moore County" is a report relating to school redistricting; "The Mathematics Project in Greensboro" describes an innovative elementary mathematics project; "The Nongraded Team-Teaching Program in Ashe County" discusses innovative curriculum and instructional changes in 1 school; and "The Humanities Program in Asheboro High School" is a description of a humanities program which correlates English, world history, art, and music. Each program with the exception of the first is described in terms of background, purposes, procedures, and findings and/or evaluation. All 4 programs were conducted with an emphasis on defining the role or roles of the state department of education. A related document is RC 004 908. (AL)

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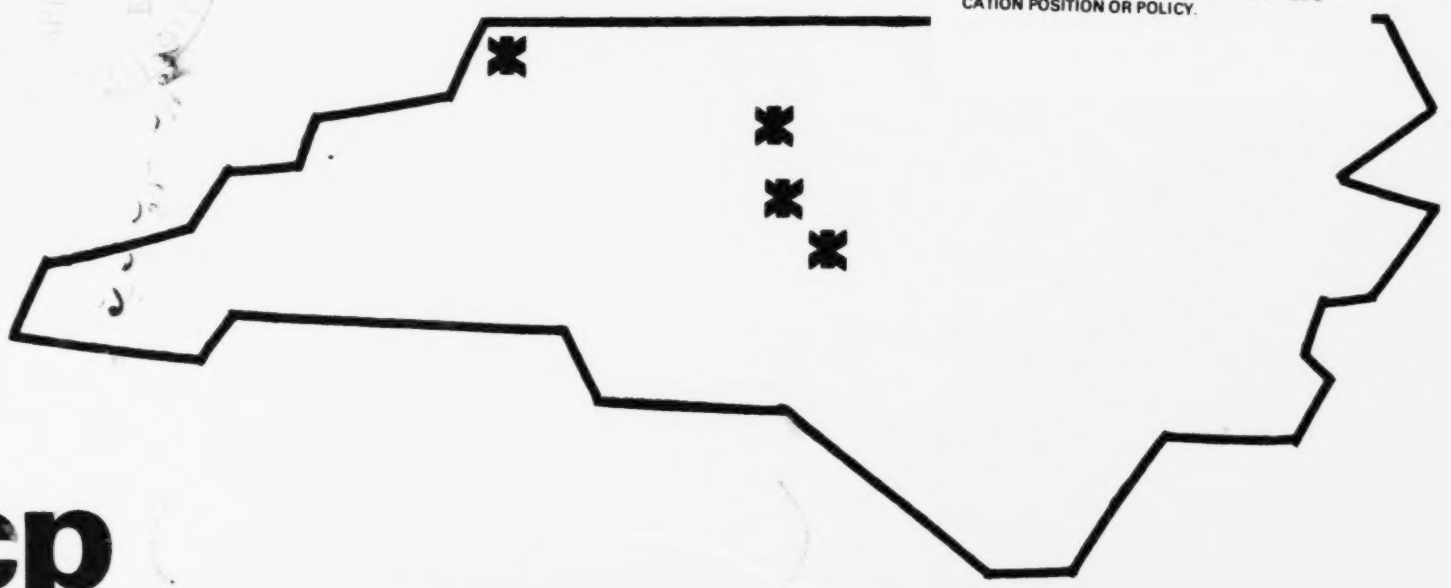

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local school projects
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RC004907

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ED 045262

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PREFACE

When the Regional Curriculum Project was created under Title V, Section 505, of the Elementary and Secondary Education Act of 1965, it was designed to serve state departments of education. Neither local school systems nor individual schools were its intended clients. But those who first envisioned the project, those who promoted it, and those who took part in its creation were all mindful of the ultimate criterion for measuring any effort in the field of education: "What will it do for the students?" The Project was begun not to perform a study in a vacuum, nor yet simply to study ways of improving state departments of education. Its purpose, clearly stated from the beginning, has been to study "instructional leadership" by experimenting to determine "the role or roles of state departments of education in facilitating desirable change in the educational program for children and youth."

In none of its activities has the Regional Curriculum Project come closer to the real substance of education - the interaction among students and teachers in classrooms - than in its sponsorship of twenty-five change projects in twenty-four local school districts of the Southeast. These projects were designed to serve as laboratories for the examination of change by the RCP, and to serve later as places for testing of hypotheses involving in each case the role of a state department of education in relation to the changes occurring or failing to occur.

Six states have participated in the RCP, and in each of these states four local districts were selected to be the sites of change projects. Following are the stories of North Carolina's four projects - or, perhaps more accurately, the highlights of those stories. The North Carolina coordinator for the Regional Curriculum Project is responsible for the writing and for collection of the data, sources of which include observational and anecdotal records, interviews and group conferences with local systems and State Department personnel, and written reports. All that has occurred cannot be recorded. But in these pages an attempt has been made to tell enough of each story to show what the North Carolina Department of Public Instruction has done; how, and to what extent, it may be said that students and teachers in the classroom have been affected; and whether, at this early judgment, the results appear all good, all bad, or mixed.

Edward T. Brown
December 1968

The Story of Merger and Educational Change in Moore County

The Moore County School Administrative Unit was one of the four school systems in North Carolina selected in the early summer of 1966 to participate in the Regional Curriculum Project. The Assistant superintendent of Moore County Schools was designated as the local coordinator and representative from his district to attend a summer workshop designed to assist representatives from twenty-four local school systems in the Southeast, working with state department of education representatives as well as other consultants, in developing plans for curriculum and instructional improvement within their respective units. During the workshop, the Moore County representative had the opportunity to work with many consultants, some of whom were members of the North Carolina Department of Public Instruction, in developing a comprehensive, workable plan which has served as a guideline in the merger of three independent school administrative units in Moore County.

Although the primary emphases of the Moore County Project deals with the educational changes resulting from merger and consolidation, an understanding of the legal problems encountered is necessary if one wishes to know "the truth, the whole truth and nothing but the truth." This story of

Moore County will describe some of these problems, as well as the actual changes that have taken place. The role of the State Department of Public Instruction will be interwoven in the narrative.

Moore County is a county of two faces -- agricultural/ industrial and resort. It is considered to be "the winter golf capital of the world, the top winter horsetraining center in the east, and an excellent hunting park." Its great natural resources are its forests and its climate. Tobacco and cotton are the major crops. Textile plants, furniture factories, chemical laboratories, and a carpet plant are among the growing industrial complex.

The communities within the county vary a great deal. Carthage, the county seat, has a population of only 4,788. The county library and some small industries are located there, and the community college and county school offices are located nearby. Aberdeen is more industrial, with several connecting railroads. Robbins, in the north of the county, is the scene of some industry; it is also the home of the potters of the region. Southern Pines is a thriving community inhabited to a large extent by retired and resort people. Pinehurst is particularly unique. It is an unincorporated town. A private corporation, Pinehurst, Inc., controlled primarily by one family, owns the community.

Prior to the merger, three separate school systems existed in Moore County:

Moore County Schools
Pinehurst Schools
Southern Pines Schools

Pinehurst and Southern Pines systems were old, separately established school districts. Southern Pines had for many years led the State in salaries paid its personnel and had, at one time, quite a reputation for its fine high school which was primarily designed as a college preparatory school. Pinehurst, by the very nature of the community, had perpetuated its separate school system and traditionally maintained essentially a college preparatory high school. The Moore County school system had in the past been a relatively weak, uncoordinated district spread over the rather large county. In more recent years, however, it had made great strides in becoming a strong, well-planned and well-administered system.

Not only was the existence of three separate systems a tradition, but there were also differences - real or imagined - in the kinds of education these systems made possible. One concrete example of the differences found among these systems is the simple matter of finances:

- The North Carolina average expenditure per pupil for 1965-66 was $368.79
  -- 75.1 per cent of which was from State funds
  -- 8.0 per cent of which was from Federal funds

-- 16.9 per cent of which was from Local funds

The Moore County average expenditure per pupil for 1965-66 was $392.19
-- 72.0 per cent of which was from State funds
-- 6.9 per cent of which was from Federal funds
-- 19.8 per cent of which was from Local funds

The Pinehurst average expenditure per pupil for the same period was $415.17
-- 73.3 per cent of which was from State funds
-- 6.9 per cent of which was from Federal funds
-- 19.8 per cent of which was from Local funds

The Southern Pines average expenditure per pupil for the same period was $421.31
-- 67.8 per cent of which was from State funds
-- 8.0 per cent of which was from Federal funds
-- 24.2 per cent of which was from Local funds

Southern Pines and Pinehurst were very small systems, but they did strive to have good schools. The average per pupil expenditure in each of the two systems was larger than in Moore County. The Moore County Board of Education did not wish to upgrade the county schools, which were on the low end of the financial pole, while lowering the standards of the other two systems. Rather, the Board viewed merger as the only means of providing an efficient and quality school system for educating all of the children of Moore County.

Moore County had begun to consolidate its schools in 1961. In the central and northern part of the county, eight high schools were consolidated into two -- North Moore High School in Area II serving the northwest section, and Union Pines High School in Area I serving the north central section. These two high schools were fine examples of building quality into a system by consolidating its schools. The curriculum of these schools offered great advantages. And patrons of the two remaining small county high schools -- Aberdeen and West End -- became increasingly aware of the contrast. One citizen from Aberdeen, who later became chairman of the Advisory Committee in the section of the county which included Aberdeen, Southern Pines, and Pinehurst when the three systems were merged, pointed out in a recent interview, "We were concerned. Our children were being held back by the schools that were limited because of size. A great number of our children never go on to college, and we were doing little to prepare them to go to work after graduation. We felt we, too, needed to consolidate, so we went to the County Board and requested some action." The request of the people of Aberdeen and West End did not go unheeded.

The Moore County Board of Commissioners, to a great degree, had been behind the consolidation of schools. In March, 1961, it pledged its support for consolidation.

Moore County moved ahead with the construction of its two consolidated high schools, North Moore in Area II and Union

Pines in Area I. The Board also moved ahead with plans for the Area III high school, which would include that section of the county school district not served by Union Pines and North Moore High Schools.

In November of 1963 a bond issue was passed providing funds with which to build and maintain a community college, to complete construction of Union Pines, to build North Moore High School and a high school in Area III.

Architects were hired. The search for the site of a school to serve Aberdeen and West End was begun. Two possible sites were suggested, both of which were conveniently located for students from Aberdeen and West End. One of the sites was located in the Southern Pines school district; one was in the Pinehurst district. Both Southern Pines and Pinehurst refused to give the necessary permission to locate the county school in their respective districts. (See Map of Moore County School System -- Appendix A.) Faced with this refusal, the County Board of Education presented to the County Commissioners a plan for reorganization which involved merger of the three systems. At the succeeding meeting of the County Commissioners, the Southern Pines and Pinehurst Boards of Education presented statements affirming no interest in merging with the county.

On May 8, 1965 the turning point in the whole effort was reached. At the instigation of the Board of County Commissioners, the County Representative to the General Assembly of North Carolina presented a resolution to the Legislature requesting legislation which would permit the people of Moore County to decide the issue. A bill was introduced and, after a well-attended public hearing, was passed. The opponents of the merger failed in their attempt to have a restraining order issued which would prevent the special election. Subsequently, a special election was held on October 2, 1965, and the people of Moore County passed the merger plan by a vote of 3,386 votes for merger and 2,464 votes against.

The election was carried, but the merger battle was not over -- the court battles now began! Only after running the gamut of the various courts was the issue decided by the North Carolina Supreme Court, which upheld the merger. On July 1, 1967, the merger went into effect.

The passage of the bill in the General Assembly and the special election by no means accomplished the merger. The door was opened, however. While controversy was the keynote of the actual legal merger, willingness to work would be the keynote of the practical merger. As the Mayor of Southern Pines stated, "We did not believe in the merger. We fought it with everything we had. But now, it is accomplished, and we are going to do everything we can to make

it the best school system there is. I'm not sure this merger is not the best thing that could have happened. I fought it, but I am going to work to make it good."

The task of bringing the merger opponents to the attitude expressed by the Mayor of Southern Pines was the next at hand. The vehicle was to be the badly needed high school for the area. The destination of the vehicle would be increased opportunities for learning experiences available to all high school students, increased holding power, improved academic performance, higher standards in professional preparation and competencies of personnel. Needless to say, numerous side trips and detours would be made during such a long journey. The destinations of these side trips would include more efficient administration procedures, improved public relations, smooth integration. The fuel for the vehicle would be provided by Board of Education members, school administrators, professional and nonprofessional school personnel, citizens, students, and the State Department of Public Instruction.

Highlights of the Project

On July 1, 1967, the three separate school districts -- Moore County, Pinehurst, and Southern Pines -- were officially merged into one legal entity, thereafter known as

the Moore County Administrative Unit. Even before the Supreme Court upheld the merger of the three administrative units, the Moore County Board of Education began making plans which would enable the transition to take place in a smooth and orderly fashion.

Although the new comprehensive high school for Area III is under construction, it will not be ready for occupancy until the fall of 1969. This will allow time for careful planning of all phases of the school program. The scope of this report and the still-evolving status of the project permit describing only some of the highlights thus far.

A Citizens Council under the direction of the Pinecrest School Advisory Council and the Board of Education was formed in the fall of 1966. After eight months of study by over 200 citizens, representative faculty members and students, the ninteen different committees made their recommendations at a public meeting. During the eight months of study, the State Department of Public instruction provided a team of twenty-five consultants. The State supervisors served as consultants to the various citizens committees, to the county leadership and to the architects. An Advisory Committee, composed of six State Department of Public Instruction staff members, was appointed to work with the Moore County project. RCP and with the Assistant Superintendent of Moore County who served as the local coordinator, scheduled State consul-

tants as needed. The following citizens committees were engaged in the study:

- County-wide Services
- Organizational Patterns
- Financial Support
- Transportation
- Present School Facilities
- PTA and Booster Clubs
- Follow-up
- Health and Medical
- Language Arts
- Mathematics
- Social Studies
- Science
- Vocational
- Guidance
- Library
- Activities
- Foreign Languages
- Bible
- Fine Arts

(See Log of Activities - Moore County - Appendix B.)

Data in sizeable amounts and in wide variety were gathered. The attitudes of citizens, students and teachers were surveyed. From the numerous studies made by the various committees, many areas for careful consideration emerged. For example, a follow-up study of 1962 and 1964 graduates was made.

Most graduates emphasized a need for more personal counseling. In the same direction, neither students nor citizens considered the available guidance services adequate.

In addition to these direction-setting data, IQ scores and achievement test scores for all students were made available in order that yearly studies might be made of changes and improvements.

Throughout the eight months of study the local press supported the efforts with fair and interested coverage.

All of the activity soon began to produce results. The emerging school assumed an entity and the need for a name was sensed. Possible names were suggested by students, screened by the Advisory Committee, with the final selection being made by the Board of Education. Area III high school became Pinecrest High School.

One of the most important aspects of the plans for Pinecrest High School was the role played by the State Department of Public Instruction in working with the architects and administrative staff of the county. Many changes, some of which are indicated below, resulted from this interaction and led to the final design of the building.

The original floor plan design permitted the equivalent of two classrooms to become one by opening a folding partition. Advised by State Department personnel that more flexible space was desirable, changes in design were made in some parts of the building to provide for large divisible spaces to accommodate as many as 120 pupils and four teachers.

Such changes were effected in the language arts, social studies and mathematics areas.

Advice was given and accepted to add communication features such as built-in screens and conduits to provide for all the communication activities to be incorporated in the future.

One of the home economics laboratories was designed for all-mobile equipment so that the space, when not used for activities such as cooking and sewing, might be readily connected to use for family living activities (apartment) or even class activities outside the area of home economics.

The vocational area in the original plan was rather small. After review, it was enlarged and designed for a comprehensive future vocational program.

Because of the proposed flexible schedule and the lack of money with which to build a cafeteria at the time, three areas were changed from locker rooms to vending areas for hot foods.

Original plans called for teacher offices to be placed adjacent to or very near each teacher's classroom. These plans were changed, however, so that teacher offices were clustered for team-planning.

With the proposed use of many electronic aids, the need for chalkboards was minimized; therefore, fewer and narrower chalkboards, some mobile, will be used.

A space for individual pupil projects was added in the science department. This space will make possible experimentation by students for indefinite periods of time.

Because of lack of funds, the gymnasium, cafeteria, and auditorium will not be built during the first construction. (Food service will be provided temporarily by vending machines, a new venture for the county.) Since citizens committees have been involved from the beginning, the public was aware of the lack of funds and readily accepted the fact that some things would have to wait.

The reports made by the citizens committees and submitted to the Moore County Board of Education included recommendations, most of which have been accepted by the Board. Among the recommendations made were a county-wide supplemental tax to attract the best professional personnel, a broader program of special services (health, guidance, library, instructional materials), a dual transportation system (elementary and high school), and greater opportunities for in-service training of personnel.

Far-reaching changes in the high school curriculum and instructional methods were recommended, most of which will be im-

plemented. The recommended curriculum provides a total offering of approximately ninety different subjects, thus doubling the curriculum now offered to over half of the students enrolled in the seven high schools which will be consolidated.

There will be a heavy concentration of advanced academic courses since more than fifty per cent of the students continue their education beyond high school and approximately fourteen per cent of the enrollment can be expected to have IQs above 120. There will also be a wide offering in the vocational area with twenty-two additional courses. Agriculture, home economics, business and distributive education have made up the traditional vocational program. A genuine effort to keep the course offerings practical in light of the community to be served has brought about the inclusion of additional courses such as grounds-keeping and horticulture, hotel and motel cleaning and management, and store and restaurant management. This curricular change is based on student interest and on the anticipated yearly need for 1,000 new workers in the area.

Architects, citizens, and professional school personnel, both State and local, worked and planned together in a cooperative effort to design a flexible school plant which will accommodate current or changing programs of instruction. These same groups are now involved in the development of a

program which will be based on the concepts of team-teaching, individualized instruction, use of all communication techniques (TV, radio, telescript, telephone, telegraph), modular scheduling, large and small group instruction, and the ungraded approach.

Such curriculum changes were not lightly recommended. Recommendations for changes were made only after careful study which included hours of reading and gathering data, conferences, interviews, and visits to schools in which specific exemplary programs were being carried out. For example, on two occasions visits were made to Nova High School in Fort Lauderdale, Florida. A total of eleven people, including administrators, architects, citizens committee members, and State Department consultants, had opportunities to make firsthand observations of the innovative programs at Nova. These two trips were spaced a year apart in order that changes which might have occurred could be more readily discerned. One of the architects who visited Nova stated that seeing a flexible high school in operation gave him a vision he had never had before. Comments by one of the State supervisors who made the trip to Nova are illustrative: "..it was the most helpful visit I ever made. In addition to making it possible for me to give more assistance to Moore County in planning the curriculum for its new school, it gave me firsthand information which will be helpful as I work in all schools. I was particularly impressed by the determination of the Nova staff to remove obstacles so that

the individual student could be the chief point of focus. The individualized instruction through the learning package assures students of sequential programs designed for them as individuals."

Perhaps one of the outstanding features of the entire project has been the recognition by Moore County school personnel that long-range planning is a "must." In addition to examples which have already been pointed out is the fact that the principal of the new high school, which will not be opened until September 1969, has already been employed. Under his leadership the detailed planning has begun. The guidelines and general policies of the new school are being drafted in accordance with the study and planning done by citizens and professional leaders. The principal is devoting the two years prior to the opening of the school to working with consultants, the Moore County staff, and the State Department of Public Instruction.

The chairman of the Citizens Council Steering Committee assessed the value of the experience for personnel as follows: "I have learned so very much about the schools and what is necessary to keep them going. My appreciation for the administration of our schools and for schools across the country has grown considerably. I think I can really see now the necessity for constant evaluation and change. And, I am pleased with what we are doing here in Moore County. It is good, I think."

shop there was apprehension about how it was going to work.

This changed after the workshop. I think everybody accepted the fact that integration is here to stay and it's my duty as a teacher to make it work." A Negro and former principal in the county has been employed as the supervisor of secondary education.

With funds from a Title III Mini-Grant, county school officials have made an in-depth study of various innovative practices in schools throughout the country and are attempting to incorporate those innovations which seem most successful and which will meet the needs of Pinecrest students. Additional innovations which are to be included but which are presently not found or are utilized to only a limited degree in North Carolina and the Southeast are: extended school year, computer-assisted instruction, dial access information retrieval, telephone amplification, closed circuit television instruction, and the school-within-a-school organization.

A private foundation has pledged its support to supplement the funds obtained from the Federal Government to install the inter-school communication system.

The merged system is compact, well-staffed, and ready for the next task. Two major projects in the immediate future are:

- Reorganization of the elementary schools;
- A public information program for additional bond issues.

As the chairman of the Citizens Committee so aptly stated, "We feel one of the real values of this merger is the impetus to improve the elementary schools." Steps in this direction are already being taken. Each week the elementary principals in each area meet for lunch with the principal of the high school which serves the area. Informal discussions of problems pertaining to the entire school program are held and recommendations made to the superintendent. Hopefully, such discussions will lead to a comprehensive program, K-12, which will be designed to fit the needs of each individual child. Exploration of possible organization plans are being made, with particular interest in middle schools. As stated by the superintendent, "We will continue to try to improve every facet of our school program, and if we can't, we will leave it alone."

There are other agencies presently involved in the Pinecrest Project. The Southern Desk Company employed Consultants to Industry, and the Educational Facilities Laboratory at Stanford University, to make a study and design furniture to be used in "open-space" schools. Pinecrest will receive the benefit of this research and will be the first school to use this furniture designed for "schools of the future."

The University of North Carolina at Chapel Hill will also participate in a phase of the project. A Title III operational grant will provide for an in-service teacher education program for all teachers. One phase of this program will be a summer workshop; the University will grant graduate or renewal credit to teachers who participate in the in-service training.

St. Andrews Presbyterian College, located at Laurinburg, approximately forty-five miles from Moore County, is cooperating with Moore County in a federal project involving the training of teachers. At St. Andrews it is customary for student teachers to do their practice teaching in summer months. In this project, these student teachers will work in the Moore County summer schools where an innovative curriculum with new approaches to summer school teaching will be started. Courses offered to both elementary and high school students will include credit courses and enrichment courses.

Stemming from the recommendations made by the Citizens Committee on Finances, which was initially appointed to deal only with the finances of the Pinecrest School, a county-wide Finance Study Committee has now been organized by the Board of Education. This committee, composed of twenty-seven people, includes key business and civic leaders, the chairmen of the various school advisory councils, and the State Representative to the General Assembly. This group will look into financial resources for the support of a

county-wide Ideal Total School Program, on a continuing basis--not merely to meet a financial crisis. Some areas of concern, all of which are based on a ten-year need, are:

- Capital outlay;
- Operating expense;
- Salaries for all personnel;
- Financial resources (taxes, bond issues, federal funds, foundations, etc.);
- School program.

Beginning in the 1966-67 school year, the administrative staff of Moore County Schools began publishing Parents' School-o-gram, a one page bulletin which is distributed to all parents as report cards are issued six times each year. This publication includes up-to-date information about the school system, progress that is being made, and other items of interest.

In September 1967, the first issue of the Pinecrest Story was published by the newly-elected principal of the school which will not even open until 1969. This quarterly publication is distributed to parents of children who will attend

the school. It will become a continuous record of the Pinecrest project.

In March 1967, the new Moore County Administrative Building was officially opened. This modern building, constructed by the maintenance staff of the school system, houses all of the administrative and central office staff. In addition, meeting and conference rooms are available there for board and committee meetings. This building is visual evidence to citizens of a well-run organization.

In 1966-67 the Moore County Schools Material Center, made possible by Federal funds under Titles I, III and IV, was opened. Located in the Administrative Building, the center provides all kinds of professional equipment and materials to the schools - books, films, slides, transparencies, etc.

Invitation to Teach, first published in 1966 but expanded in 1967, is a brochure describing Moore County - community and schools - and the advantages of teaching in the area. The principal of Pinecrest School, a principal without a school until 1969, plans to expand Invitation to Teach by developing packages of materials to send to prospective teachers throughout the country. Even before such packages have been developed, the name "Pinecrest" has become known - several prospective teachers from far-removed states have already made application.

this further involvement of professional and nonprofessional staff will strengthen desirable attitudes between staff and administration.

In the Pinecrest area, the "principal without a school" meets monthly with the principals of the seven union schools and the two elementary schools, plus the principal of a Catholic elementary school. Children from all of these schools will be attending the Pinecrest High School when it opens in 1969; therefore, they are all working and planning together.

A Title III project, seeking funds to implement many of the recommendations made in the Moore County study, has been submitted for approval. This project deals with improved educational programs through inter-school communications media, and flexible scheduling, to achieve an educational program of individually prescribed instruction in an educational park consisting of Pinecrest High School, nine elementary feeder schools and the community college.

Although the very nature of the Pinecrest Project is such that it would be extremely difficult to document behavioral changes in students at this point, there are many implications for such changes. Certainly the involvement of parents, teachers, and students in planning for individually-prescribed instruction, in planning for an internal change mechanism that will reach every boy and girl, has already touched the students. Students themselves served on many of the ninteen

In an effort to continue keeping the citizens of Moore County informed about the educational progress being made in the county and the innovative phases of the Pinecrest Area program, the Moore County Administrative Staff is conducting a series of "Education Coffee Hour" programs. These programs are held in the Materials Center of the new administrative building at the rate of three per week from 8 p.m. to 10 p.m. with a break for a guided tour of the building and refreshments at 9 p.m. In an attempt to realize maximum effectiveness from these "coffee hour" programs, approximately sixty citizens from a local community are personally invited for each session. This permits the staff not only to discuss the overall educational program of the county, but also to discuss and answer questions pertaining to progress being realized in the school of the local community. This program will be conducted for six months, during which time it is anticipated that 5,000 citizens will have participated in the "Education Coffee Hour" program.

In the fall of 1967 the superintendent of schools organized a committee to review all policies and procedures of the Moore County Schools and to evaluate the existing personnel policies. This committee, composed of representatives from different groups in the organization (Board of Education, teachers, central staff, school lunch, maintenance, transportation, etc.), and selected by the groups themselves, will make its recommendations to the superintendent who will transmit them to the county board. It is anticipated that

Citizen Committees involved in the study and planning.

A Pinecrest Student Committee has been organized to work with the principal. This committee is composed of fourteen students, a junior and a sophomore from each of the seven high schools which will be consolidated when the new facility is completed in 1969. Next year, these same fourteen students, plus seven additional sophomores, one from each school, will serve on the Student Committee. Each school makes its own decisions as to how these members are selected. In some schools the class president serves; in other schools, the selection is on a different basis. Of the fourteen members of the Student Committee, there are seven white students and seven Negro students. In the West End High School, a predominantly white school, the presidents of the Sophomore and Junior classes are both Negro students. The Negro student who is president of the Junior Class at West End appointed a white girl, who ran against him for president, to serve as Junior Class representative on the Pinecrest Student Committee.

The Student Committee meets with the principal monthly for the purpose of studying various phases of the school program that directly affect students. These meetings last an entire school day. On one occasion the committee visited the Union Pines High School, which is a new school in Area I of the county. On another occasion the committee visited the Quality Mills, Inc., for the purpose of having lunch from vending machines. Prior to this visit they had viewed films on

food vending machines similar to those which will be used in their new high school. Committee members have the responsibility to report to their respective student bodies and at times to hold elections for specific purposes. In such a manner the school colors and mascot for Pinecrest School, to be opened in 1969, have been selected eighteen months in advance by the students who will attend that school.

Already the students, many of whose parents were not in favor of the merger and consolidation, have developed a school spirit and a determination to make Pinecrest the best school P in North Carolina. According to the teachers and administrators, these students involved in planning for their own school are developing leadership and a sense of responsibility for their own actions.

Although the evaluation of the Pinecrest Project is a task for the future, there are few residents of the county who have not already been touched by the activities to date. Conversations with citizens, professional school personnel and students, plus the records kept by the various working committees, seem to indicate that the aspects of particular significance in the Project have been:

- The involvement of people in bringing about desirable change;
- The determination of the citizenry and professional school personnel to provide quality education for

planning, and the people we hire must be willing to accept and enjoy living with change. The progress has just begun."

LOG OF ACTIVITIES - MOORE COUNTY
January, 1967

Activity	Participants	Date	Place	Results
Planning	Architect *C.E. Powers	Jan. 3	Southern Pines	Conference concerning qualifying the new school as a Fall-out Shelter — Civil Defense will meet with architects
Planning	Counselors *C.E. Powers	Jan. 4	Aberdeen	Planned for follow-up baseline data
Planning	Guidance Committee *C.E. Powers	Jan. 6	Community College	Reviewed activities of Guidance Committee. They have visited the 7 guidance departments
Review plans for Art Dept.	**Perry Kelly *C.E. Powers	Jan. 10	Southern Pines	Layout for Art Department
Conference	***Dr. Victor Johnson ***Mrs. Mary Evans *C.E. Powers	Jan. 10	Carthage	Reviewed study and discussed future plans

every individual;
- The emphasis upon long-range planning to assure
  - well-conceived objectives,
  - public support,
  - successful implementation of plans;
- The expanded services from and contacts with the State Department of Public Instruction.

Even though an epilogue to this story of Moore County may never be written, two quotes are perhaps appropriate for the conclusion of this report:

The Associate Director of the State Department Division of Vocational Education, who has worked closely with the Pinecrest Project, recently made this statement: "In my opinion the Pinecrest Project has had tremendous impact upon the entire Department of Public Instruction, as well as our Division. It has given us an opportunity to promote a total educational program for children. We have forgotten our subject areas as we gave first consideration to the needs of the individual student. General and vocational efforts have become a part of the total effort."

The Principal of Pinecrest says, "Pinecrest is only the beginning. It served as a means of pulling the people together to work on the best high school possible. And, it will be just that! For we are going to devote time and energy to the

Activity	Participants	Date	Place	Results
Meeting	Board of Education ***Dr. Victor Johnson ***Mrs. Mary Evans	Jan. 10	Carthage	Discussed selection of principal for the new school J.R. Brendell, Jr., was named principal of the new school
Conference	West Southern Pines Faculty ****R.E. Lee Earl Raynor *C.E. Powers	Jan. 11	Southern Pines	Discussed policies of Moore County Board of Education
Committee Meeting	Library Committee Mrs. Pauline Myrick	Jan. 17	Southern Pines	Discussed and showed slides concerning a model library program
Visitation	Harris Blake W.E. Bailey J.E. Phillips Gene Riddle *C.E. Powers	Jan. 18	Winston-Salem	Discussed Dual Transportation for Area III of Moore County. Observed program at 2 schools
Conference	Southern Pines Faculty ****R.E. Lee Earl Raynor	Jan. 18	Southern Pines	Discussed policies of Moore County Board of Education

Activity	Participants	Date	Place	Results
Committee Meeting	Vocations Committee **Robert Mullen Ed Alderman Earl Price E.D. Raynor	Jan. 23	Southern Pines	Had 25 business leaders to react to vocational program
Committee Meeting	School Organization Committee **Joe Cashwell Earl Raynor	Jan. 25	Southern Pines	Discussed new educational trends. A member of the faculty from each of the 7 schools attended
Planning	**Roger Schurrer **J.L. Cashwell **Frank Toliver **John Ebbs **R.A. Mullen **J.E. Justus ***Mary L. Evans	Jan. 26	Carthage	Reviewed plans for future activities

*Associate Moore County Superintendent, who coordinated study
**State Department Supervisors and Consultants
***Regional Curriculum Project Staff Members
****Moore County Superintendent

The Mathematics Project in Greensboro

Description of Activity

Background. In the early summer of 1966 the Greensboro Public School System was selected as one of twenty-four school districts (four from each of six southeastern states: Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee) to participate in the Regional Curriculum Project. Following the selection of the participating school districts, the Regional Curriculum Project held a five-week workshop at Athens, Georgia, during which time the Greensboro representative, with assistance from consultants from the six state departments of education as well as outside consultants, developed a three-year project to be implemented in his local system. Thus the Greensboro Mathematics Project was born.

As a result of the many facets of investigation which were included in the Greensboro Mathematics Project, the local representative at the Athens workshop felt that its implementation would be extremely difficult unless additional funds were made available from some outside source such as Title III (ESEA). Consequently, following the workshop, he returned to his local system faced with the task of incorporating the mathematics project into a Title III proposal. Title III's emphasis on research and experimentation became

a vital part of the project and, perhaps to some extent, overshadowed the original emphasis on involvement of State Department personnel.

A committee composed of three State Department supervisors (one math, two elementary) was appointed to work with the Greensboro project for the duration of the Regional Curriculum Project. In addition to the local representative and the State Department committee, the following were directly or indirectly involved in planning the Title III project which was approved for Greensboro in February, 1967:

- Teachers, principals, supervisors, superintendents, and state department of education personnel who participated in the Athens workshop:

- Regional Curriculum Project central staff members and the six state coordinators;

- Eight members of the North Carolina Department of Public Instruction;

- Six consultants, reimbursed for expenses by the Regional Curriculum Project, including specialists in research, elementary education, and mathematics;

- Personnel in the Greensboro Public Schools;

- Staff members of the Piedmont Association for School Services;

- Staff members of the Learning Institute of North Carolina;

- A principal of a nonpublic school.

The Title III Project was submitted in the late fall of 1966 and approved as of February 1, 1967. A year later, a continuation grant was also approved for the period February 1, 1968, to February 1, 1969. It is anticipated that another continuation grant will be approved for February 1, 1969, to February 1, 1970, thus providing funds for the three-year program originally proposed and accepted.

Since the Greensboro project will continue long after the termination of the Regional Curriculum Project, this report deals with only those activities which had been completed at the end of the 1967-1968 school year. The report does, however, indicate the plans for the entire three-year project.

Purposes. The two major purposes of the project are:

- To improve instruction in mathematics and other subject areas for all children in the upper elementary grades (4-6);

- To provide a climate in which people who are vitally interested in education may explore, exchange, and experiment with innovative approaches in order to bring about desirable educational reform.

Procedures. To achieve the major objectives of this three-year project, the following overall plan of operation was adopted and partially implemented:

- A staff, composed of a project director, a curriculum assistant in mathematics, and a curriculum assistant in general subject areas, was to be selected.

- Four elementary schools were selected for teaching modern mathematics in grades 4, 5, and 6 under different organizational plans, as indicated below:
  -- Sternberger School with self-contained classes;
  -- Caldwell School with mathematics majors assigned responsibility for mathematics instruction;
  -- Joyner School with a departmental plan;
  -- Archer School with team teaching in a multi-graded organization.

- In addition to the use of State Department consultants, plans were made for using outside consultants who were experts in specified areas.

- Major emphasis on improvement of instruction in mathe-

matics was planned for the first year, with the addition of a second and third subject area (under the same organizational patterns) for each of the succeeding two years.

- Visits by staff members to exemplary programs were envisioned.

- Preceding each instructional year (beginning in the summer of 1967), summer workshops were to be conducted for teachers, principals, and teacher aides of the model schools and personnel from other specified institutions and agencies.

- The establishment of a curriculum materials center to house a variety of instructional materials was planned.

- Evaluation plans included the collection and interpretation of baseline data in the four experimental schools and the schools designated as control schools. Pre-testing and post-testing in mathematics and other subject areas were envisioned, as well as attitudinal surveys and subjective appraisals.

- Plans for wide-spread dissemination of findings, at frequent intervals, were proposed.

Following the selection of staff and the designation of the

model and control schools, the actual implementation of the project was begun in the summer of 1967 when principals, teachers, and teacher aides from the four model schools, along with college consultants, participated in four major workshops, which are briefly described below:

- The first workshop (June 12-23) explored team-teaching instruction in a multi-graded organizational pattern. This workshop also provided telelectures which made possible spontaneous questions and answers between workshop participants and speakers who were outstanding authorities in the field of team teaching.

- The second workshop (June 19-23) was conducted for teacher aides. Particular emphasis in this workshop was directed toward understanding the aides' role, developing an understanding of the team-teaching program, and learning to work with a variety of instructional materials and audiovisual aids and equipment.

- The third workshop (June 19-23) dealt with the establishment and operation of departmentalized instruction with particular emphasis directed toward a departmental plan which would provide for the individual teacher's best utilization of his special curriculum strengths.

- The fourth workshop (June 26-July 14) was specifically directed toward improving competencies in the teaching of modern mathematics. The participants included five mathematics specialists from the Caldwell School, four departmental teachers from Joyner School, eleven teachers from the team-teaching school (Archer), and eleven teachers from the Sternberger School where the self-contained classroom organization would be employed. A variety of texts, professional books, and instructional materials were available for participants' use, examination, and evaluation as three instructors employed team-teaching techniques techniques in conducting the workshop.

With the opening of schools in the fall of 1967, the four model schools, each with its distinct organizational pattern for the teaching of modern math in grades 4, 5, and 6, began the instructional phase of this challenging project.

Fall of 1968 saw the beginning of the second year of the mathematics program and the introduction of a program of exploring teaching strategies and materials for the social studies in the same four model schools. In October the project staff announced a visitation schedule for the four model programs. During the first semester interested educators who visit the schools will observe mathematics instruction only; beginning second semester they may observe both

mathematics and social studies. Each visitation involves orientation with a staff member in the model school, classroom observation, and evaluation sessions with staff.

At the time of this writing, the project has not yet reached its halfway point, and it is not yet possible to determine by any formal evaluation that the use of any one organizational pattern in teaching modern math is superior to any other. During the three-year life expectancy of the project, however, it is anticipated that sufficient data will be collected to make such a determination and that these data will produce evidence showing that the two major purposes of the project have been achieved.

Evaluation and Implications

Strengths. Some specific strengths of the project, based on data collected by the project staff and indicated in their application for a Title III continuation grant, are listed below:

- Students, parents, and educators within the administrative unit seem to be more receptive toward exploring new ideas, experimenting with new programs, and subjecting themselves to self-evaluation. For

better utilization of test results as diagnostic tools for the improvement of instruction.

- There seemed to be a better understanding and appreciation of State Department personnel among the project staff and teachers.

- Evaluation of the summer workshops by all participants indicated that the workshops were very beneficial.

- Dissemination of project information was accomplished in a variety of ways:

  -- Six speeches were made.
  -- There were two television programs dealing with the in-service workshops which were held in the summer of 1967.
  -- There was one television program showing a classroom demonstration in one of the model schools.
  -- There were six newspaper articles published between January and July of 1967.
  -- There were seven other articles published in various educational bulletins or by the project staff.
  -- Visitations by individuals and groups from other school systems were frequent.

example, teachers and administrators showed a marked interest in experimenting with a variety of elementary school organizational patterns.

- New patterns of leadership were developed. For example, teachers began to take a more active part in decision-making, planning, and evaluation.

- There was increased interest on the part of parents concerning new approaches to teaching and curriculum change.

- The mathematics project in grades 4, 5, and 6 of the four model schools appeared to have stimulated interest among teachers and students in the primary and junior high grades. Requests from other schools in the system for supervisory and consultant services, instructional materials, and professional books seemed to indicate a growing interest in improving mathematics instruction.

- A number of elementary principals showed interest in trying some of the practices which are in operation in the team-teaching model school, and began using their flexible classroom facilities in a variety of experimental ways.

- Within the model schools there appeared to be a

The original local project coordinator, who attended the Regional Curriculum Project workshop which was held in Athens in the summer of 1966, resigned his position in July, 1967, to accept a position with the Richardson Foundation. Prior to leaving his position with the Greensboro Public Schools, he reported that the following developments had occurred in the Greensboro Schools as a direct or indirect result of the Regional Curriculum Project:

- The development and funding of the Title III Mathematics Project;
- A better conception on the part of several people concerning the role and capacity of State Department personnel in assisting local school units;
- A greater awareness of the problems of other school units in the southeastern region of the United States;
- More tolerance for change and failure on the part of the local project coordinator;
- A definite trend towards acceptance of innovative practices on the part of State Department personnel;
- More direct services received from certain State Department personnel;

- Assistance by State Department consultants to the local project in the following areas:
  - informing local people about State curriculum guides.
  - identifying consultant services available.
  - providing consultant services.
  - identifying desirable educational goals.

Weaknesses and Problems. The loss of the original local project coordinator at the end of the first year, just prior to the classroom implementation of the project, presented a number of problems, among which were:

- Orientation of the new local coordinator was not as complete as would have been desirable; thus a misunderstanding of role on the part of the local coordinator developed.

- The overall purposes of the Regional Curriculum Project appeared to have been overlooked at times, as the classroom implementation of the local project progressed without much involvement on the part of State Department personnel.

- The original local coordinator was also Director of Research for the Greensboro Schools; the research

aspect of the local project was handicapped by the fact that the new local coordinator did not have this background in research.

Other weaknesses and problems, as reported by the local project staff, included:

- Since the Title III project year did not coincide with the instructional year, local project staff members and teachers in the four model schools had to devote time and effort to evaluation procedures and planning for the second year, at the same time that they were developing new instructional programs for the schools. Thus the local staff supervisors were not able to provide maximum assistance to the principals and teachers.

- Both the instructional and evaluation phases of the program were handicapped because key personnel were not available for employment until the beginning of the 1967-1968 school year. This placed an additional responsibility upon the local staff, and somewhat delayed critical planning and implementation.

- The local project staff believed that the State Department consultants who visited in model schools were overly critical of the experimental program, and that they appeared to be <u>evaluating</u> rather than

assisting. According to the local project staff, many teachers in the Greensboro Schools are intimidated by State Department personnel.

According to members of the State Department committee which was appointed to work with the Greensboro project, some of the weaknesses included:

- The State Department committee was given little opportunity to work with the Greensboro project. After the Title III project was funded, they were invited to visit, but they were not asked to assist.

- Almost every contact with the Greensboro project was initiated by State Department personnel. Their offers to assist were seldom followed up by requests from the local project personnel.

- During their visitations, suggestions were interpreted by the project staff as criticism.

- Fulfilling the administrative requirements of Title III took so much of the time of the local project staff that the personnel in the model schools did not receive as much assistance as was needed.

As viewed by the State coordinator, most of the weaknesses and problems would have been eliminated or avoided had

there been no change in local project coordinators. The planning which was done in the Athens Workshop in the summer of 1966 clearly defined the relationship of the local project and the State Department. New personnel, however, in spite of the efforts of the State coordinator to provide necessary briefing, did not perceive this relationship. The changes which occurred during the first year of the local project (1966--spring of 1967) were related to the cooperative planning and working of Greensboro local personnel and the State Department. The strengths and weaknesses of the project, as the instructional phase was implemented in the four model schools, were unrelated to State Department involvement.

Nongraded Team-Teaching Program in Ashe County

Description of Activity

Background. In the fall of 1964, the West Jefferson School of Ashe County became one of ninety-five schools in North Carolina to participate in a program known as The Comprehensive School Improvement Project. This experimental three-year project, commonly called CSIP, was financed jointly by the State Board of Education and the Ford Foundation, and administered by the State Department of Public Instruction. Its program was directed toward improving the teaching and

learning of reading, writing, and arithmetic in the primary grades, and involved a nongraded team-teaching approach. In the fall of 1965, an additional Ashe County school, Lansing Elementary, was selected to participate in the project, which by this time had 117 participating North Carolina schools.

By the end of the 1965-1966 school year, the evaluation of the program convinced those who had been involved that the student's rate of learning, from both the social and the academic viewpoints, was greater than would have been expected in the traditional self-contained classrooms. Based on their experience during the first two years of the Comprehensive School Improvement Project, the Ashe County Board of Education and the administrative leadership and school personnel decided that the nongraded team-teaching approach which had been successfully employed in the primary grades would be equally successful in the upper elementary grades. The Regional Curriculum Project proved to be the vehicle through which this new approach to organization and instruction in the upper elementary grades was launched.

In the summer of 1966, after having been selected as one of twenty-four school systems (four from each of six southeastern states: Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee) to participate in the Regional Curriculum Project, Ashe County sent its general supervisor to attend a planning workshop at Athens, Georgia. Through

workshop resources, opportunity was provided for designing the overall plan of operation for expanding the nongraded team-teaching program to include the upper elementary grades.

Overall Purposes. While ways were being sought to improve education in the upper grades of all schools, it was recognized that available funds and the degree of readiness would prohibit the immediate implementation of the new approach in every school. Consequently, the thrust of the project was directed toward curriculum and instructional change which might improve education in one school, West Jefferson, by the implementation of the nongraded team-teaching approach in grades 4, 5, and 6. The following overall objectives were adopted:

- To help the child know success;
- To develop creativity in the child;
- To help the child become a more responsible citizen;
- To stimulate the desire of the child to inquire and seek answers;
- To use teachers' specialized talents, interests, and training for the benefit of all children;

- To improve methods of teaching through in-service training;

- To provide a method for grouping and teaching according to levels of pupil achievement;

- To develop an organizational framework which would make provision for individual differences in children.

Procedures. The following plan of operation was utilized for a three-year project in the West Jefferson School:

1966-1967

- In-service workshops to develop competencies in team-teaching;

- In-service workshops to develop a climate for change;

- Visitations to schools in which the nongraded team-teaching approach was being used;

- Development of plans for transition between primary and middle grades, with emphasis on language arts and individualized instruction;

1967-1968

- Implementation of a nongraded team-teaching program in the 4th grade of West Jefferson School;

- Comparison of gains (based on teacher opinion, standard tests, and other measures) between 4th grade children at West Jefferson School and 4th grade students at Jefferson School, which had been selected as the control group.

1968-1969

- Implementation of program in the 5th grade of West Jefferson School;

- Comparison of gains between 5th grade children at West Jefferson School and 5th grade children at Jefferson School;

- Expansion of the program in the 1969-1970 school year to include the 6th grade at West Jefferson School (subject to favorable evaluation at the end of the 1968-1969 school year).

Since the Ashe County project will continue long after the termination of the Regional Curriculum Project, no formal evaluation has been completed. Consequently, this report

deals only with those activities which had been completed or were in progress a month before the close of the 1967-1968 school year.

For the purpose of assisting the local project coordinator in all phases of project planning and implementation, a steering committee was formed, composed of the county superintendent, members of the county board of education, the supervisor (who also served as local project coordinator), and representatives of teachers and the Parent Teacher Association. Although the primary responsibilities rested in the school personnel, the nonprofessional committee members provided the channels of communication which resulted in public readiness to accept the curriculum and instructional changes.

A committee composed of three State Department staff members (a general supervisor, a supervisor of physical education, and the Director of CSIP) was appointed to work with the Ashe County project throughout the duration of the Regional Curriculum Project.

One of the most stimulating activities carried on in 1966-1967 was the workshop designed to develop a climate for change. All elementary personnel in the county participated in this workshop with the following persons serving as consultants:

Mr. Richard Gardner, Tennessee State Department of Education
Mrs. Mary Evans, North Carolina State Coordinator, Regional Curriculum Project
Miss Marie Haigwood, North Carolina State Department of Public Instruction
Mr. K. Z. Chavis, Assistant Director, Comprehensive School Improvement Project
Dr. Thomas Snipes, CSIP Consultant, Appalachian State Teachers College

To introduce the new program and to provide a better understanding of its objectives, the West Jefferson School staff developed a publication, The Non Graded Team-Teaching Plan of West Jefferson School, which was distributed to the parents at the opening of school in the fall of 1967.

Simultaneously, seventy-six fourth year children, with three teachers and one teacher aide, launched the program for which the planning had been done the previous year. The teaching team, with the assistance of the aide, directed the learning experiences of the children by using many new techniques and materials:

- Flexible scheduling;
- Large and small group instruction;

- Team planning and evaluation;
- Individualized units of work;
- Regrouping throughout year, from one level to another, to take care of individual needs;
- Using teacher aides to give the teaching team more time for the individualized programs;
- Enrichment programs planned by teachers;
- Development of a resource center;
- Increased use of audio-visual materials and equipment;
- Individual and group projects.

Evaluation

Formative

- Modification of teaching program, changes and innovations become more favorable following the first year of

- [illegible] to making plans to move the program into the 4th grade.
- Teachers have developed various competencies in working together as a team.
- Observation of an excellent cooperative learning program in Pittsburgh encouraged teachers to experiment with some changes which they had previously been afraid to try.
- The children appeared to be more responsive and interested in learning activities in the more informal and self-paced setting than in the traditional self-contained classrooms.
- The use of a resource aide provided more time for the teachers to devote to the instructional program.
- Reservations of teachers to the use of video-tape instruction developed regarding.
- There were criticisms of an improved instructional program in many areas, some of which include:
  - Multi-session planning;
  - use of wide variety of materials and equipment;
  - grouping for instruction;
  - discipline of children's work;

DOCUMENT RESUME

ED 045 262 80 RC 004 907

TITLE	RCP Local School Projects in North Carolina.
INSTITUTION	Regional Curriculum Project, Atlanta, Ga.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Dec 68
NOTE	77p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.95
DESCRIPTORS	*Educational Change, *Educational Innovation, *Federal Programs, Humanities, Mathematics Education, Nongraded Classes, Program Evaluation, *Regional Cooperation, *Rural Education, School Redistricting, State School District Relationship, Team Teaching
IDENTIFIERS	*North Carolina

ABSTRACT

One of 6 state reports prepared in cooperation with the Regional Curriculum Project, the document discusses 4 major educational programs conducted in North Carolina since 1965. "The Story of Merger and Educational Change in Moore County" is a report relating to school redistricting; "The Mathematics Project in Greensboro" describes an innovative elementary mathematics project; "The Nongraded Team-Teaching Program in Ashe County" discusses innovative curriculum and instructional changes in 1 school; and "The Humanities Program in Asheboro High School" is a description of a humanities program which correlates English, world history, art, and music. Each program with the exception of the first is described in terms of background, purposes, procedures, and findings and/or evaluation. All 4 programs were conducted with an emphasis on defining the role or roles of the state department of education. A related document is RC 004 908. (AL)

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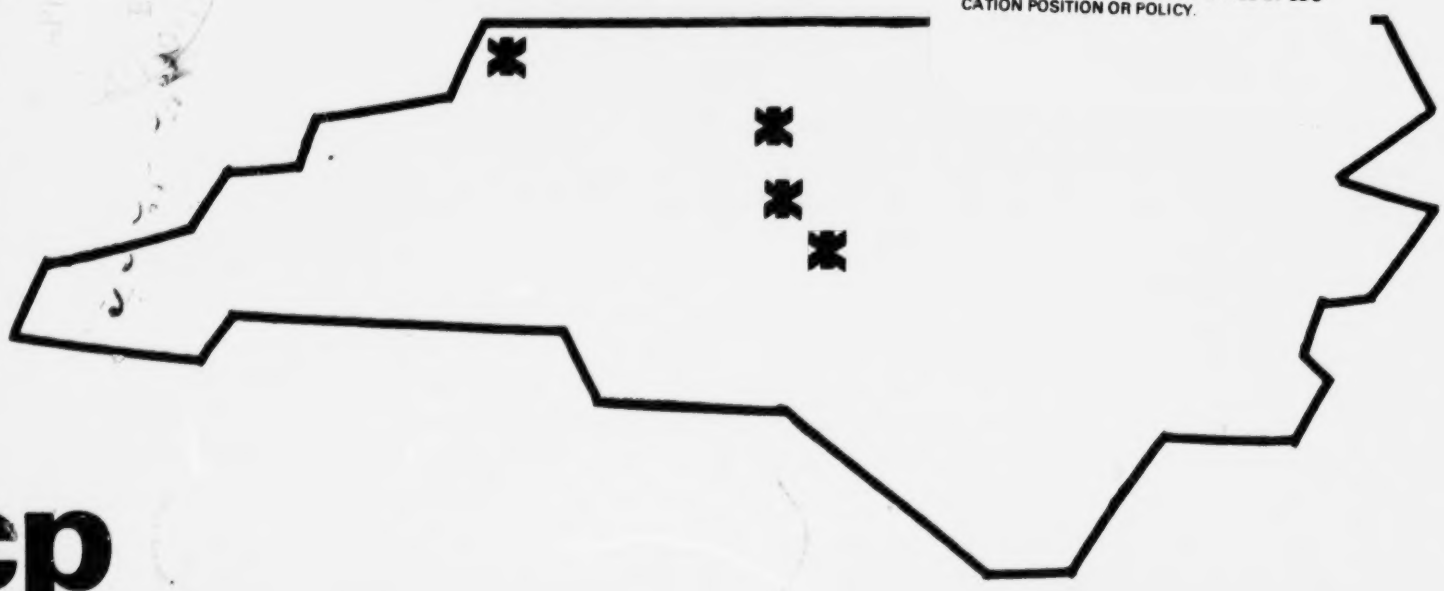
ED045262



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ED 045262

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PREFACE

When the Regional Curriculum Project was created under Title V, Section 505, of the Elementary and Secondary Education Act of 1965, it was designed to serve state departments of education. Neither local school systems nor individual schools were its intended clients. But those who first envisioned the project, those who promoted it, and those who took part in its creation were all mindful of the ultimate criterion for measuring any effort in the field of education: "What will it do for the students?" The Project was begun not to perform a study in a vacuum, nor yet simply to study ways of improving state departments of education. Its purpose, clearly stated from the beginning, has been to study "instructional leadership" by experimenting to determine "the role or roles of state departments of education in facilitating desirable change in the educational program for children and youth."

In none of its activities has the Regional Curriculum Project come closer to the real substance of education - the interaction among students and teachers in classrooms - than in its sponsorship of twenty-five change projects in twenty-four local school districts of the Southeast. These projects were designed to serve as laboratories for the examination of change by the RCP, and to serve later as places for testing of hypotheses involving in each case the role of a state department of education in relation to the changes occurring or failing to occur.

Six states have participated in the RCP, and in each of these states four local districts were selected to be the sites of change projects. Following are the stories of North Carolina's four projects - or, perhaps more accurately, the highlights of those stories. The North Carolina coordinator for the Regional Curriculum Project is responsible for the writing and for collection of the data, sources of which include observational and anecdotal records, interviews and group conferences with local systems and State Department personnel, and written reports. All that has occurred cannot be recorded. But in these pages an attempt has been made to tell enough of each story to show what the North Carolina Department of Public Instruction has done; how, and to what extent, it may be said that students and teachers in the classroom have been affected; and whether, at this early judgment, the results appear all good, all bad, or mixed.

Edward T. Brown
December 1968

The Story of Merger and Educational Change in Moore County

The Moore County School Administrative Unit was one of the four school systems in North Carolina selected in the early summer of 1966 to participate in the Regional Curriculum Project. The Assistant superintendent of Moore County Schools was designated as the local coordinator and representative from his district to attend a summer workshop designed to assist representatives from twenty-four local school systems in the Southeast, working with state department of education representatives as well as other consultants, in developing plans for curriculum and instructional improvement within their respective units. During the workshop, the Moore County representative had the opportunity to work with many consultants, some of whom were members of the North Carolina Department of Public Instruction, in developing a comprehensive, workable plan which has served as a guideline in the merger of three independent school administrative units in Moore County.

Although the primary emphases of the Moore County Project deals with the educational changes resulting from merger and consolidation, an understanding of the legal problems encountered is necessary if one wishes to know "the truth, the whole truth and nothing but the truth." This story of

Moore County will describe some of these problems, as well as the actual changes that have taken place. The role of the State Department of Public Instruction will be interwoven in the narrative.

Moore County is a county of two faces -- agricultural/ industrial and resort. It is considered to be "the winter golf capital of the world, the top winter horsetraining center in the east, and an excellent hunting park." Its great natural resources are its forests and its climate. Tobacco and cotton are the major crops. Textile plants, furniture factories, chemical laboratories, and a carpet plant are among the growing industrial complex.

The communities within the county vary a great deal. Carthage, the county seat, has a population of only 4,788. The county library and some small industries are located there, and the community college and county school offices are located nearby. Aberdeen is more industrial, with several connecting railroads. Robbins, in the north of the county, is the scene of some industry; it is also the home of the potters of the region. Southern Pines is a thriving community inhabited to a large extent by retired and resort people. Pinehurst is particularly unique. It is an unincorporated town. A private corporation, Pinehurst, Inc., controlled primarily by one family, owns the community.

Prior to the merger, three separate school systems existed in Moore County:

Moore County Schools
Pinehurst Schools
Southern Pines Schools

Pinehurst and Southern Pines systems were old, separately established school districts. Southern Pines had for many years led the State in salaries paid its personnel and had, at one time, quite a reputation for its fine high school which was primarily designed as a college preparatory school. Pinehurst, by the very nature of the community, had perpetuated its separate school system and traditionally maintained essentially a college preparatory high school. The Moore County school system had in the past been a relatively weak, uncoordinated district spread over the rather large county. In more recent years, however, it had made great strides in becoming a strong, well-planned and well-administered system.

Not only was the existence of three separate systems a tradition, but there were also differences - real or imagined - in the kinds of education these systems made possible. One concrete example of the differences found among these systems is the simple matter of finances:

- The North Carolina average expenditure per pupil for 1965-66 was $368.79
  -- 75.1 per cent of which was from State funds
  -- 8.0 per cent of which was from Federal funds

-- 16.9 per cent of which was from Local funds

The Moore County average expenditure per pupil for 1965-66 was $392.19
-- 72.0 per cent of which was from State funds
-- 6.9 per cent of which was from Federal funds
-- 19.8 per cent of which was from Local funds

The Pinehurst average expenditure per pupil for the same period was $415.17
-- 73.3 per cent of which was from State funds
-- 6.9 per cent of which was from Federal funds
-- 19.8 per cent of which was from Local funds

The Southern Pines average expenditure per pupil for the same period was $421.31
-- 67.8 per cent of which was from State funds
-- 8.0 per cent of which was from Federal funds
-- 24.2 per cent of which was from Local funds

Southern Pines and Pinehurst were very small systems, but they did strive to have good schools. The average per pupil expenditure in each of the two systems was larger than in Moore County. The Moore County Board of Education did not wish to upgrade the county schools, which were on the low end of the financial pole, while lowering the standards of the other two systems. Rather, the Board viewed merger as the only means of providing an efficient and quality school system for educating all of the children of Moore County.

Moore County had begun to consolidate its schools in 1961. In the central and northern part of the county, eight high schools were consolidated into two -- North Moore High School in Area II serving the northwest section, and Union Pines High School in Area I serving the north central section. These two high schools were fine examples of building quality into a system by consolidating its schools. The curriculum of these schools offered great advantages. And patrons of the two remaining small county high schools -- Aberdeen and West End -- became increasingly aware of the contrast. One citizen from Aberdeen, who later became chairman of the Advisory Committee in the section of the county which included Aberdeen, Southern Pines, and Pinehurst when the three systems were merged, pointed out in a recent interview, "We were concerned. Our children were being held back by the schools that were limited because of size. A great number of our children never go on to college, and we were doing little to prepare them to go to work after graduation. We felt we, too, needed to consolidate, so we went to the County Board and requested some action." The request of the people of Aberdeen and West End did not go unheeded.

The Moore County Board of Commissioners, to a great degree, had been behind the consolidation of schools. In March, 1961, it pledged its support for consolidation.

Moore County moved ahead with the construction of its two consolidated high schools, North Moore in Area II and Union

Pines in Area I. The Board also moved ahead with plans for the Area III high school, which would include that section of the county school district not served by Union Pines and North Moore High Schools.

In November of 1963 a bond issue was passed providing funds with which to build and maintain a community college, to complete construction of Union Pines, to build North Moore High School and a high school in Area III.

Architects were hired. The search for the site of a school to serve Aberdeen and West End was begun. Two possible sites were suggested, both of which were conveniently located for students from Aberdeen and West End. One of the sites was located in the Southern Pines school district; one was in the Pinehurst district. Both Southern Pines and Pinehurst refused to give the necessary permission to locate the county school in their respective districts. (See Map of Moore County School System -- Appendix A.) Faced with this refusal, the County Board of Education presented to the County Commissioners a plan for reorganization which involved merger of the three systems. At the succeeding meeting of the County Commissioners, the Southern Pines and Pinehurst Boards of Education presented statements affirming no interest in merging with the county.

On May 8, 1965 the turning point in the whole effort was reached. At the instigation of the Board of County Commissioners, the County Representative to the General Assembly of North Carolina presented a resolution to the Legislature requesting legislation which would permit the people of Moore County to decide the issue. A bill was introduced and, after a well-attended public hearing, was passed. The opponents of the merger failed in their attempt to have a restraining order issued which would prevent the special election. Subsequently, a special election was held on October 2, 1965, and the people of Moore County passed the merger plan by a vote of 3,386 votes for merger and 2,464 votes against.

The election was carried, but the merger battle was not over -- the court battles now began! Only after running the gamut of the various courts was the issue decided by the North Carolina Supreme Court, which upheld the merger. On July 1, 1967, the merger went into effect.

The passage of the bill in the General Assembly and the special election by no means accomplished the merger. The door was opened, however. While controversy was the keynote of the actual legal merger, willingness to work would be the keynote of the practical merger. As the Mayor of Southern Pines stated, "We did not believe in the merger. We fought it with everything we had. But now, it is accomplished, and we are going to do everything we can to make

it the best school system there is. I'm not sure this merger is not the best thing that could have happened. I fought it, but I am going to work to make it good."

The task of bringing the merger opponents to the attitude expressed by the Mayor of Southern Pines was the next at hand. The vehicle was to be the badly needed high school for the area. The destination of the vehicle would be increased opportunities for learning experiences available to all high school students, increased holding power, improved academic performance, higher standards in professional preparation and competencies of personnel. Needless to say, numerous side trips and detours would be made during such a long journey. The destinations of these side trips would include more efficient administration procedures, improved public relations, smooth integration. The fuel for the vehicle would be provided by Board of Education members, school administrators, professional and nonprofessional school personnel, citizens, students, and the State Department of Public Instruction.

Highlights of the Project

On July 1, 1967, the three separate school districts -- Moore County, Pinehurst, and Southern Pines -- were officially merged into one legal entity, thereafter known as

the Moore County Administrative Unit. Even before the Supreme Court upheld the merger of the three administrative units, the Moore County Board of Education began making plans which would enable the transition to take place in a smooth and orderly fashion.

Although the new comprehensive high school for Area III is under construction, it will not be ready for occupancy until the fall of 1969. This will allow time for careful planning of all phases of the school program. The scope of this report and the still-evolving status of the project permit describing only some of the highlights thus far.

A Citizens Council under the direction of the Pinecrest School Advisory Council and the Board of Education was formed in the fall of 1966. After eight months of study by over 200 citizens, representative faculty members and students, the ninteen different committees made their recommendations at a public meeting. During the eight months of study, the State Department of Public instruction provided a team of twenty-five consultants. The State supervisors served as consultants to the various citizens committees, to the county leadership and to the architects. An Advisory Committee, composed of six State Department of Public Instruction staff members, was appointed to work with the Moore County project. RCP and with the Assistant Superintendent of Moore County who served as the local coordinator, scheduled State consul-

tants as needed. The following citizens committees were engaged in the study:

- County-wide Services
- Organizational Patterns
- Financial Support
- Transportation
- Present School Facilities
- PTA and Booster Clubs
- Follow-up
- Health and Medical
- Language Arts
- Mathematics
- Social Studies
- Science
- Vocational
- Guidance
- Library
- Activities
- Foreign Languages
- Bible
- Fine Arts

(See Log of Activities - Moore County - Appendix B.)

Data in sizeable amounts and in wide variety were gathered. The attitudes of citizens, students and teachers were surveyed. From the numerous studies made by the various committees, many areas for careful consideration emerged. For example, a follow-up study of 1962 and 1964 graduates was made.

Most graduates emphasized a need for more personal counseling. In the same direction, neither students nor citizens considered the available guidance services adequate.

In addition to these direction-setting data, IQ scores and achievement test scores for all students were made available in order that yearly studies might be made of changes and improvements.

Throughout the eight months of study the local press supported the efforts with fair and interested coverage.

All of the activity soon began to produce results. The emerging school assumed an entity and the need for a name was sensed. Possible names were suggested by students, screened by the Advisory Committee, with the final selection being made by the Board of Education. Area III high school became Pinecrest High School.

One of the most important aspects of the plans for Pinecrest High School was the role played by the State Department of Public Instruction in working with the architects and administrative staff of the county. Many changes, some of which are indicated below, resulted from this interaction and led to the final design of the building.

The original floor plan design permitted the equivalent of two classrooms to become one by opening a folding partition. Advised by State Department personnel that more flexible space was desirable, changes in design were made in some parts of the building to provide for large divisible spaces to accommodate as many as 120 pupils and four teachers.

Such changes were effected in the language arts, social studies and mathematics areas.

Advice was given and accepted to add communication features such as built-in screens and conduits to provide for all the communication activities to be incorporated in the future.

One of the home economics laboratories was designed for all-mobile equipment so that the space, when not used for activities such as cooking and sewing, might be readily connected to use for family living activities (apartment) or even class activities outside the area of home economics.

The vocational area in the original plan was rather small. After review, it was enlarged and designed for a comprehensive future vocational program.

Because of the proposed flexible schedule and the lack of money with which to build a cafeteria at the time, three areas were changed from locker rooms to vending areas for hot foods.

Original plans called for teacher offices to be placed adjacent to or very near each teacher's classroom. These plans were changed, however, so that teacher offices were clustered for team-planning.

With the proposed use of many electronic aids, the need for chalkboards was minimized; therefore, fewer and narrower chalkboards, some mobile, will be used.

A space for individual pupil projects was added in the science department. This space will make possible experimentation by students for indefinite periods of time.

Because of lack of funds, the gymnasium, cafeteria, and auditorium will not be built during the first construction. (Food service will be provided temporarily by vending machines, a new venture for the county.) Since citizens committees have been involved from the beginning, the public was aware of the lack of funds and readily accepted the fact that some things would have to wait.

The reports made by the citizens committees and submitted to the Moore County Board of Education included recommendations, most of which have been accepted by the Board. Among the recommendations made were a county-wide supplemental tax to attract the best professional personnel, a broader program of special services (health, guidance, library, instructional materials), a dual transportation system (elementary and high school), and greater opportunities for in-service training of personnel.

Far-reaching changes in the high school curriculum and instructional methods were recommended, most of which will be im-

plemented. The recommended curriculum provides a total offering of approximately ninety different subjects, thus doubling the curriculum now offered to over half of the students enrolled in the seven high schools which will be consolidated.

There will be a heavy concentration of advanced academic courses since more than fifty per cent of the students continue their education beyond high school and approximately fourteen per cent of the enrollment can be expected to have IQs above 120. There will also be a wide offering in the vocational area with twenty-two additional courses. Agriculture, home economics, business and distributive education have made up the traditional vocational program. A genuine effort to keep the course offerings practical in light of the community to be served has brought about the inclusion of additional courses such as grounds-keeping and horticulture, hotel and motel cleaning and management, and store and restaurant management. This curricular change is based on student interest and on the anticipated yearly need for 1,000 new workers in the area.

Architects, citizens, and professional school personnel, both State and local, worked and planned together in a cooperative effort to design a flexible school plant which will accommodate current or changing programs of instruction. These same groups are now involved in the development of a

program which will be based on the concepts of team-teaching, individualized instruction, use of all communication techniques (TV, radio, telescript, telephone, telegraph), modular scheduling, large and small group instruction, and the ungraded approach.

Such curriculum changes were not lightly recommended. Recommendations for changes were made only after careful study which included hours of reading and gathering data, conferences, interviews, and visits to schools in which specific exemplary programs were being carried out. For example, on two occasions visits were made to Nova High School in Fort Lauderdale, Florida. A total of eleven people, including administrators, architects, citizens committee members, and State Department consultants, had opportunities to make firsthand observations of the innovative programs at Nova. These two trips were spaced a year apart in order that changes which might have occurred could be more readily discerned. One of the architects who visited Nova stated that seeing a flexible high school in operation gave him a vision he had never had before. Comments by one of the State supervisors who made the trip to Nova are illustrative: "..it was the most helpful visit I ever made. In addition to making it possible for me to give more assistance to Moore County in planning the curriculum for its new school, it gave me firsthand information which will be helpful as I work in all schools. I was particularly impressed by the determination of the Nova staff to remove obstacles so that

the individual student could be the chief point of focus. The individualized instruction through the learning package assures students of sequential programs designed for them as individuals."

Perhaps one of the outstanding features of the entire project has been the recognition by Moore County school personnel that long-range planning is a "must." In addition to examples which have already been pointed out is the fact that the principal of the new high school, which will not be opened until September 1969, has already been employed. Under his leadership the detailed planning has begun. The guidelines and general policies of the new school are being drafted in accordance with the study and planning done by citizens and professional leaders. The principal is devoting the two years prior to the opening of the school to working with consultants, the Moore County staff, and the State Department of Public Instruction.

The chairman of the Citizens Council Steering Committee assessed the value of the experience for personnel as follows: "I have learned so very much about the schools and what is necessary to keep them going. My appreciation for the administration of our schools and for schools across the country has grown considerably. I think I can really see now the necessity for constant evaluation and change. And, I am pleased with what we are doing here in Moore County. It is good, I think."

shop there was apprehension about how it was going to work.

This changed after the workshop. I think everybody accepted the fact that integration is here to stay and it's my duty as a teacher to make it work." A Negro and former principal in the county has been employed as the supervisor of secondary education.

With funds from a Title III Mini-Grant, county school officials have made an in-depth study of various innovative practices in schools throughout the country and are attempting to incorporate those innovations which seem most successful and which will meet the needs of Pinecrest students. Additional innovations which are to be included but which are presently not found or are utilized to only a limited degree in North Carolina and the Southeast are: extended school year, computer-assisted instruction, dial access information retrieval, telephone amplification, closed circuit television instruction, and the school-within-a-school organization.

A private foundation has pledged its support to supplement the funds obtained from the Federal Government to install the inter-school communication system.

The merged system is compact, well-staffed, and ready for the next task. Two major projects in the immediate future are:

- Reorganization of the elementary schools;
- A public information program for additional bond issues.

As the chairman of the Citizens Committee so aptly stated, "We feel one of the real values of this merger is the impetus to improve the elementary schools." Steps in this direction are already being taken. Each week the elementary principals in each area meet for lunch with the principal of the high school which serves the area. Informal discussions of problems pertaining to the entire school program are held and recommendations made to the superintendent. Hopefully, such discussions will lead to a comprehensive program, K-12, which will be designed to fit the needs of each individual child. Exploration of possible organization plans are being made, with particular interest in middle schools. As stated by the superintendent, "We will continue to try to improve every facet of our school program, and if we can't, we will leave it alone."

There are other agencies presently involved in the Pinecrest Project. The Southern Desk Company employed Consultants to Industry, and the Educational Facilities Laboratory at Stanford University, to make a study and design furniture to be used in "open-space" schools. Pinecrest will receive the benefit of this research and will be the first school to use this furniture designed for "schools of the future."

The University of North Carolina at Chapel Hill will also participate in a phase of the project. A Title III operational grant will provide for an in-service teacher education program for all teachers. One phase of this program will be a summer workshop; the University will grant graduate or renewal credit to teachers who participate in the in-service training.

St. Andrews Presbyterian College, located at Laurinburg, approximately forty-five miles from Moore County, is cooperating with Moore County in a federal project involving the training of teachers. At St. Andrews it is customary for student teachers to do their practice teaching in summer months. In this project, these student teachers will work in the Moore County summer schools where an innovative curriculum with new approaches to summer school teaching will be started. Courses offered to both elementary and high school students will include credit courses and enrichment courses.

Stemming from the recommendations made by the Citizens Committee on Finances, which was initially appointed to deal only with the finances of the Pinecrest School, a county-wide Finance Study Committee has now been organized by the Board of Education. This committee, composed of twenty-seven people, includes key business and civic leaders, the chairmen of the various school advisory councils, and the State Representative to the General Assembly. This group will look into financial resources for the support of a

county-wide Ideal Total School Program, on a continuing basis--not merely to meet a financial crisis. Some areas of concern, all of which are based on a ten-year need, are:

- Capital outlay;
- Operating expense;
- Salaries for all personnel;
- Financial resources (taxes, bond issues, federal funds, foundations, etc.);
- School program.

Beginning in the 1966-67 school year, the administrative staff of Moore County Schools began publishing Parents' School-o-gram, a one page bulletin which is distributed to all parents as report cards are issued six times each year. This publication includes up-to-date information about the school system, progress that is being made, and other items of interest.

In September 1967, the first issue of the Pinecrest Story was published by the newly-elected principal of the school which will not even open until 1969. This quarterly publication is distributed to parents of children who will attend

the school. It will become a continuous record of the Pinecrest project.

In March 1967, the new Moore County Administrative Building was officially opened. This modern building, constructed by the maintenance staff of the school system, houses all of the administrative and central office staff. In addition, meeting and conference rooms are available there for board and committee meetings. This building is visual evidence to citizens of a well-run organization.

In 1966-67 the Moore County Schools Material Center, made possible by Federal funds under Titles I, III and IV, was opened. Located in the Administrative Building, the center provides all kinds of professional equipment and materials to the schools - books, films, slides, transparencies, etc.

Invitation to Teach, first published in 1966 but expanded in 1967, is a brochure describing Moore County - community and schools - and the advantages of teaching in the area. The principal of Pinecrest School, a principal without a school until 1969, plans to expand Invitation to Teach by developing packages of materials to send to prospective teachers throughout the country. Even before such packages have been developed, the name "Pinecrest" has become known - several prospective teachers from far-removed states have already made application.

this further involvement of professional and nonprofessional staff will strengthen desirable attitudes between staff and administration.

In the Pinecrest area, the "principal without a school" meets monthly with the principals of the seven union schools and the two elementary schools, plus the principal of a Catholic elementary school. Children from all of these schools will be attending the Pinecrest High School when it opens in 1969; therefore, they are all working and planning together.

A Title III project, seeking funds to implement many of the recommendations made in the Moore County study, has been submitted for approval. This project deals with improved educational programs through inter-school communications media, and flexible scheduling, to achieve an educational program of individually prescribed instruction in an educational park consisting of Pinecrest High School, nine elementary feeder schools and the community college.

Although the very nature of the Pinecrest Project is such that it would be extremely difficult to document behavioral changes in students at this point, there are many implications for such changes. Certainly the involvement of parents, teachers, and students in planning for individually-prescribed instruction, in planning for an internal change mechanism that will reach every boy and girl, has already touched the students. Students themselves served on many of the ninteen

In an effort to continue keeping the citizens of Moore County informed about the educational progress being made in the county and the innovative phases of the Pinecrest Area program, the Moore County Administrative Staff is conducting a series of "Education Coffee Hour" programs. These programs are held in the Materials Center of the new administrative building at the rate of three per week from 8 p.m. to 10 p.m. with a break for a guided tour of the building and refreshments at 9 p.m. In an attempt to realize maximum effectiveness from these "coffee hour" programs, approximately sixty citizens from a local community are personally invited for each session. This permits the staff not only to discuss the overall educational program of the county, but also to discuss and answer questions pertaining to progress being realized in the school of the local community. This program will be conducted for six months, during which time it is anticipated that 5,000 citizens will have participated in the "Education Coffee Hour" program.

In the fall of 1967 the superintendent of schools organized a committee to review all policies and procedures of the Moore County Schools and to evaluate the existing personnel policies. This committee, composed of representatives from different groups in the organization (Board of Education, teachers, central staff, school lunch, maintenance, transportation, etc.), and selected by the groups themselves, will make its recommendations to the superintendent who will transmit them to the county board. It is anticipated that

Citizen Committees involved in the study and planning.

A Pinecrest Student Committee has been organized to work with the principal. This committee is composed of fourteen students, a junior and a sophomore from each of the seven high schools which will be consolidated when the new facility is completed in 1969. Next year, these same fourteen students, plus seven additional sophomores, one from each school, will serve on the Student Committee. Each school makes its own decisions as to how these members are selected. In some schools the class president serves; in other schools, the selection is on a different basis. Of the fourteen members of the Student Committee, there are seven white students and seven Negro students. In the West End High School, a predominantly white school, the presidents of the Sophomore and Junior classes are both Negro students. The Negro student who is president of the Junior Class at West End appointed a white girl, who ran against him for president, to serve as Junior Class representative on the Pinecrest Student Committee.

The Student Committee meets with the principal monthly for the purpose of studying various phases of the school program that directly affect students. These meetings last an entire school day. On one occasion the committee visited the Union Pines High School, which is a new school in Area I of the county. On another occasion the committee visited the Quality Mills, Inc., for the purpose of having lunch from vending machines. Prior to this visit they had viewed films on

food vending machines similar to those which will be used in their new high school. Committee members have the responsibility to report to their respective student bodies and at times to hold elections for specific purposes. In such a manner the school colors and mascot for Pinecrest School, to be opened in 1969, have been selected eighteen months in advance by the students who will attend that school.

Already the students, many of whose parents were not in favor of the merger and consolidation, have developed a school spirit and a determination to make Pinecrest the best school P in North Carolina. According to the teachers and administrators, these students involved in planning for their own school are developing leadership and a sense of responsibility for their own actions.

Although the evaluation of the Pinecrest Project is a task for the future, there are few residents of the county who have not already been touched by the activities to date. Conversations with citizens, professional school personnel and students, plus the records kept by the various working committees, seem to indicate that the aspects of particular significance in the Project have been:

- The involvement of people in bringing about desirable change;
- The determination of the citizenry and professional school personnel to provide quality education for

planning, and the people we hire must be willing to accept and enjoy living with change. The progress has just begun."

LOG OF ACTIVITIES - MOORE COUNTY
January, 1967

Activity	Participants	Date	Place	Results
Planning	Architect *C.E. Powers	Jan. 3	Southern Pines	Conference concerning qualifying the new school as a Fall-out Shelter — Civil Defense will meet with architects
Planning	Counselors *C.E. Powers	Jan. 4	Aberdeen	Planned for follow-up baseline data
Planning	Guidance Committee *C.E. Powers	Jan. 6	Community College	Reviewed activities of Guidance Committee. They have visited the 7 guidance departments
Review plans for Art Dept.	**Perry Kelly *C.E. Powers	Jan. 10	Southern Pines	Layout for Art Department
Conference	***Dr. Victor Johnson ***Mrs. Mary Evans *C.E. Powers	Jan. 10	Carthage	Reviewed study and discussed future plans

every individual;
- The emphasis upon long-range planning to assure
  - well-conceived objectives,
  - public support,
  - successful implementation of plans;
- The expanded services from and contacts with the State Department of Public Instruction.

Even though an epilogue to this story of Moore County may never be written, two quotes are perhaps appropriate for the conclusion of this report:

The Associate Director of the State Department Division of Vocational Education, who has worked closely with the Pinecrest Project, recently made this statement: "In my opinion the Pinecrest Project has had tremendous impact upon the entire Department of Public Instruction, as well as our Division. It has given us an opportunity to promote a total educational program for children. We have forgotten our subject areas as we gave first consideration to the needs of the individual student. General and vocational efforts have become a part of the total effort."

The Principal of Pinecrest says, "Pinecrest is only the beginning. It served as a means of pulling the people together to work on the best high school possible. And, it will be just that! For we are going to devote time and energy to the

ctivity	Participants	Date	Place	Results
leeting	Board of Education ***Dr. Victor Johnson ***Mrs. Mary Evans	Jan. 10	Carthage	Discussed selection of principal for the new school J.R. Brendell, Jr., was named principal of the new school
onference	West Southern Pines Faculty ****R.E. Lee Earl Raynor *C.E. Powers	Jan. 11	Southern Pines	Discussed policies of Moore County Board of Education
ommittee Meeting	Library Committee Mrs. Pauline Myrick	Jan. 17	Southern Pines	Discussed and showed slides concerning a model library program
isitation	Harris Blake W.E. Bailey J.E. Phillips Gene Riddle *C.E. Powers	Jan. 18	Winston-Salem	Discussed Dual Transportation for Area III of Moore County. Observed program at 2 schools
onference	Southern Pines Faculty ****R.E. Lee Earl Raynor	Jan. 18	Southern Pines	Discussed policies of Moore County Board of Education

Activity	Participants	Date	Place	Results
Committee Meeting	Vocations Committee **Robert Mullen Ed Alderman Earl Price E.D. Raynor	Jan. 23	Southern Pines	Had 25 business leaders to react to vocational program
Committee Meeting	School Organization Committee **Joe Cashwell Earl Raynor	Jan. 25	Southern Pines	Discussed new educational trends. A member of the faculty from each of the 7 schools attended
Planning	**Roger Schurrer **J.L. Cashwell **Frank Toliver **Frank Toliver **John Ebbs **R.A. Mullen **J.E. Justus ***Mary L. Evans	Jan. 26	Carthage	Reviewed plans for future activities

*Associate Moore County Superintendent, who coordinated study
**State Department Supervisors and Consultants
***Regional Curriculum Project Staff Members
****Moore County Superintendent

The Mathematics Project in Greensboro

Description of Activity

Background. In the early summer of 1966 the Greensboro Public School System was selected as one of twenty-four school districts (four from each of six southeastern states: Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee) to participate in the Regional Curriculum Project. Following the selection of the participating school districts, the Regional Curriculum Project held a five-week workshop at Athens, Georgia, during which time the Greensboro representative, with assistance from consultants from the six state departments of education as well as outside consultants, developed a three-year project to be implemented in his local system. Thus the Greensboro Mathematics Project was born.

As a result of the many facets of investigation which were included in the Greensboro Mathematics Project, the local representative at the Athens workshop felt that its implementation would be extremely difficult unless additional funds were made available from some outside source such as Title III (ESEA). Consequently, following the workshop, he returned to his local system faced with the task of incorporating the mathematics project into a Title III proposal. Title III's emphasis on research and experimentation became

a vital part of the project and, perhaps to some extent, overshadowed the original emphasis on involvement of State Department personnel.

A committee composed of three State Department supervisors (one math, two elementary) was appointed to work with the Greensboro project for the duration of the Regional Curriculum Project. In addition to the local representative and the State Department committee, the following were directly or indirectly involved in planning the Title III project which was approved for Greensboro in February, 1967:

- Teachers, principals, supervisors, superintendents, and state department of education personnel who participated in the Athens workshop:

- Regional Curriculum Project central staff members and the six state coordinators;

- Eight members of the North Carolina Department of Public Instruction;

- Six consultants, reimbursed for expenses by the Regional Curriculum Project, including specialists in research, elementary education, and mathematics;

- Personnel in the Greensboro Public Schools;

- Staff members of the Piedmont Association for School Services;

- Staff members of the Learning Institute of North Carolina;

- A principal of a nonpublic school.

The Title III Project was submitted in the late fall of 1966 and approved as of February 1, 1967. A year later, a continuation grant was also approved for the period February 1, 1968, to February 1, 1969. It is anticipated that another continuation grant will be approved for February 1, 1969, to February 1, 1970, thus providing funds for the three-year program originally proposed and accepted.

Since the Greensboro project will continue long after the termination of the Regional Curriculum Project, this report deals with only those activities which had been completed at the end of the 1967-1968 school year. The report does, however, indicate the plans for the entire three-year project.

Purposes. The two major purposes of the project are:

- To improve instruction in mathematics and other subject areas for all children in the upper elementary grades (4-6);

- To provide a climate in which people who are vitally interested in education may explore, exchange, and experiment with innovative approaches in order to bring about desirable educational reform.

Procedures. To achieve the major objectives of this three-year project, the following overall plan of operation was adopted and partially implemented:

- A staff, composed of a project director, a curriculum assistant in mathematics, and a curriculum assistant in general subject areas, was to be selected.

- Four elementary schools were selected for teaching modern mathematics in grades 4, 5, and 6 under different organizational plans, as indicated below:
  -- Sternberger School with self-contained classes;
  -- Caldwell School with mathematics majors assigned responsibility for mathematics instruction;
  -- Joyner School with a departmental plan;
  -- Archer School with team teaching in a multi-graded organization.

- In addition to the use of State Department consultants, plans were made for using outside consultants who were experts in specified areas.

- Major emphasis on improvement of instruction in mathe-

matics was planned for the first year, with the addition of a second and third subject area (under the same organizational patterns) for each of the succeeding two years.

- Visits by staff members to exemplary programs were envisioned.

- Preceding each instructional year (beginning in the summer of 1967), summer workshops were to be conducted for teachers, principals, and teacher aides of the model schools and personnel from other specified institutions and agencies.

- The establishment of a curriculum materials center to house a variety of instructional materials was planned.

- Evaluation plans included the collection and interpretation of baseline data in the four experimental schools and the schools designated as control schools. Pre-testing and post-testing in mathematics and other subject areas were envisioned, as well as attitudinal surveys and subjective appraisals.

- Plans for wide-spread dissemination of findings, at frequent intervals, were proposed.

Following the selection of staff and the designation of the

model and control schools, the actual implementation of the project was begun in the summer of 1967 when principals, teachers, and teacher aides from the four model schools, along with college consultants, participated in four major workshops, which are briefly described below:

- The first workshop (June 12-23) explored team-teaching instruction in a multi-graded organizational pattern. This workshop also provided telelectures which made possible spontaneous questions and answers between workshop participants and speakers who were outstanding authorities in the field of team teaching.

- The second workshop (June 19-23) was conducted for teacher aides. Particular emphasis in this workshop was directed toward understanding the aides' role, developing an understanding of the team-teaching program, and learning to work with a variety of instructional materials and audiovisual aids and equipment.

- The third workshop (June 19-23) dealt with the establishment and operation of departmentalized instruction with particular emphasis directed toward a departmental plan which would provide for the individual teacher's best utilization of his special curriculum strengths.

- The fourth workshop (June 26-July 14) was specifically directed toward improving competencies in the teaching of modern mathematics. The participants included five mathematics specialists from the Caldwell School, four departmental teachers from Joyner School, eleven teachers from the team-teaching school (Archer), and eleven teachers from the Sternberger School where the self-contained classroom organization would be employed. A variety of texts, professional books, and instructional materials were available for participants' use, examination, and evaluation as three instructors employed team-teaching techniques techniques in conducting *the workshop.*

With the opening of schools in the fall of 1967, the four model schools, each with its distinct organizational pattern for the teaching of modern math in grades 4, 5, and 6, began the instructional phase of this challenging project.

Fall of 1968 saw the beginning of the second year of the mathematics program and the introduction of a program of exploring teaching strategies and materials for the social studies in the same four model schools. In October the project staff announced a visitation schedule for the four model programs. During the first semester interested educators who visit the schools will observe mathematics instruction only; beginning second semester they may observe both

mathematics and social studies. Each visitation involves orientation with a staff member in the model school, classroom observation, and evaluation sessions with staff.

At the time of this writing, the project has not yet reached its halfway point, and it is not yet possible to determine by any formal evaluation that the use of any one organizational pattern in teaching modern math is superior to any other. During the three-year life expectancy of the project, however, it is anticipated that sufficient data will be collected to make such a determination and that these data will produce evidence showing that the two major purposes of the project have been achieved.

Evaluation and Implications

Strengths. Some specific strengths of the project, based on data collected by the project staff and indicated in their application for a Title III continuation grant, are listed below:

- Students, parents, and educators within the administrative unit seem to be more receptive toward exploring new ideas, experimenting with new programs, and subjecting themselves to self-evaluation. For

better utilization of test results as diagnostic tools for the improvement of instruction.

- There seemed to be a better understanding and appreciation of State Department personnel among the project staff and teachers.

- Evaluation of the summer workshops by all participants indicated that the workshops were very beneficial.

- Dissemination of project information was accomplished in a variety of ways:

  -- Six speeches were made.
  -- There were two television programs dealing with the in-service workshops which were held in the summer of 1967.
  -- There was one television program showing a classroom demonstration in one of the model schools.
  -- There were six newspaper articles published between January and July of 1967.
  -- There were seven other articles published in various educational bulletins or by the project staff.
  -- Visitations by individuals and groups from other school systems were frequent.

example, teachers and administrators showed a marked interest in experimenting with a variety of elementary school organizational patterns.

- New patterns of leadership were developed. For example, teachers began to take a more active part in decision-making, planning, and evaluation.

- There was increased interest on the part of parents concerning new approaches to teaching and curriculum change.

- The mathematics project in grades 4, 5, and 6 of the four model schools appeared to have stimulated interest among teachers and students in the primary and junior high grades. Requests from other schools in the system for supervisory and consultant services, instructional materials, and professional books seemed to indicate a growing interest in improving mathematics instruction.

- A number of elementary principals showed interest in trying some of the practices which are in operation in the team-teaching model school, and began using their flexible classroom facilities in a variety of experimental ways.

- Within the model schools there appeared to be a

The original local project coordinator, who attended the Regional Curriculum Project workshop which was held in Athens in the summer of 1966, resigned his position in July, 1967, to accept a position with the Richardson Foundation. Prior to leaving his position with the Greensboro Public Schools, he reported that the following developments had occurred in the Greensboro Schools as a direct or indirect result of the Regional Curriculum Project:

- The development and funding of the Title III Mathematics Project;
- A better conception on the part of several people concerning the role and capacity of State Department personnel in assisting local school units;
- A greater awareness of the problems of other school units in the southeastern region of the United States;
- More tolerance for change and failure on the part of the local project coordinator;
- A definite trend towards acceptance of innovative practices on the part of State Department personnel;
- More direct services received from certain State Department personnel;

- Assistance by State Department consultants to the local project in the following areas:
  -- informing local people about State curriculum guides,
  -- identifying consultant services available,
  -- providing consultant services,
  -- identifying desirable educational goals.

Weaknesses and Problems. The loss of the original local project coordinator at the end of the first year, just prior to the classroom implementation of the project, presented a number of problems, among which were:

- Orientation of the new local coordinator was not as complete as would have been desirable; thus a misunderstanding of role on the part of the local coordinator developed.

- The overall purposes of the Regional Curriculum Project appeared to have been overlooked at times, as the classroom implementation of the local project progressed without much involvement on the part of State Department personnel.

- The original local coordinator was also Director of Research for the Greensboro Schools; the research

aspect of the local project was handicapped by the fact that the new local coordinator did not have this background in research.

Other weaknesses and problems, as reported by the local project staff, included:

- Since the Title III project year did not coincide with the instructional year, local project staff members and teachers in the four model schools had to devote time and effort to evaluation procedures and planning for the second year, at the same time that they were developing new instructional programs for the schools. Thus the local staff supervisors were not able to provide maximum assistance to the principals and teachers.

- Both the instructional and evaluation phases of the program were handicapped because key personnel were not available for employment until the beginning of the 1967-1968 school year. This placed an additional responsibility upon the local staff, and somewhat delayed critical planning and implementation.

- The local project staff believed that the State Department consultants who visited in model schools were overly critical of the experimental program, and that they appeared to be <u>evaluating</u> rather than

assisting. According to the local project staff, many teachers in the Greensboro Schools are intimidated by State Department personnel.

According to members of the State Department committee which was appointed to work with the Greensboro project, some of the weaknesses included:

- The State Department committee was given little opportunity to work with the Greensboro project. After the Title III project was funded, they were invited to visit, but they were not asked to assist.

- Almost every contact with the Greensboro project was initiated by State Department personnel. Their offers to assist were seldom followed up by requests from the local project personnel.

- During their visitations, suggestions were interpreted by the project staff as criticism.

- Fulfilling the administrative requirements of Title III took so much of the time of the local project staff that the personnel in the model schools did not receive as much assistance as was needed.

As viewed by the State coordinator, most of the weaknesses and problems would have been eliminated or avoided had

there been no change in local project coordinators. The planning which was done in the Athens Workshop in the summer of 1966 clearly defined the relationship of the local project and the State Department. New personnel, however, in spite of the efforts of the State coordinator to provide necessary briefing, did not perceive this relationship. The changes which occurred during the first year of the local project (1966--spring of 1967) were related to the cooperative planning and working of Greensboro local personnel and the State Department. The strengths and weaknesses of the project, as the instructional phase was implemented in the four model schools, were unrelated to State Department involvement.

Nongraded Team-Teaching Program in Ashe County

Description of Activity

Background. In the fall of 1964, the West Jefferson School of Ashe County became one of ninety-five schools in North Carolina to participate in a program known as The Comprehensive School Improvement Project. This experimental three-year project, commonly called CSIP, was financed jointly by the State Board of Education and the Ford Foundation, and administered by the State Department of Public Instruction. Its program was directed toward improving the teaching and

learning of reading, writing, and arithmetic in the primary grades, and involved a nongraded team-teaching approach. In the fall of 1965, an additional Ashe County school, Lansing Elementary, was selected to participate in the project, which by this time had 117 participating North Carolina schools.

By the end of the 1965-1966 school year, the evaluation of the program convinced those who had been involved that the student's rate of learning, from both the social and the academic viewpoints, was greater than would have been expected in the traditional self-contained classrooms. Based on their experience during the first two years of the Comprehensive School Improvement Project, the Ashe County Board of Education and the administrative leadership and school personnel decided that the nongraded team-teaching approach which had been successfully employed in the primary grades would be equally successful in the upper elementary grades. The Regional Curriculum Project proved to be the vehicle through which this new approach to organization and instruction in the upper elementary grades was launched.

In the summer of 1966, after having been selected as one of twenty-four school systems (four from each of six southeastern states: Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee) to participate in the Regional Curriculum Project, Ashe County sent its general supervisor to attend a planning workshop at Athens, Georgia. Through

workshop resources, opportunity was provided for designing the overall plan of operation for expanding the nongraded team-teaching program to include the upper elementary grades.

Overall Purposes. While ways were being sought to improve education in the upper grades of all schools, it was recognized that available funds and the degree of readiness would prohibit the immediate implementation of the new approach in every school. Consequently, the thrust of the project was directed toward curriculum and instructional change which might improve education in one school, West Jefferson, by the implementation of the nongraded team-teaching approach in grades 4, 5, and 6. The following overall objectives were adopted:

- To help the child know success;
- To develop creativity in the child;
- To help the child become a more responsible citizen;
- To stimulate the desire of the child to inquire and seek answers;
- To use teachers' specialized talents, interests, and training for the benefit of all children;

- To improve methods of teaching through in-service training;

- To provide a method for grouping and teaching according to levels of pupil achievement;

- To develop an organizational framework which would make provision for individual differences in children.

Procedures. The following plan of operation was utilized for a three-year project in the West Jefferson School:

1966-1967

- In-service workshops to develop competencies in team-teaching;

- In-service workshops to develop a climate for change;

- Visitations to schools in which the nongraded team-teaching approach was being used;

- Development of plans for transition between primary and middle grades, with emphasis on language arts and individualized instruction;

1967-1968

- Implementation of a nongraded team-teaching program in the 4th grade of West Jefferson School;

- Comparison of gains (based on teacher opinion, standard tests, and other measures) between 4th grade children at West Jefferson School and 4th grade students at Jefferson School, which had been selected as the control group.

1968-1969

- Implementation of program in the 5th grade of West Jefferson School;

- Comparison of gains between 5th grade children at West Jefferson School and 5th grade children at Jefferson School;

- Expansion of the program in the 1969-1970 school year to include the 6th grade at West Jefferson School (subject to favorable evaluation at the end of the 1968-1969 school year).

Since the Ashe County project will continue long after the termination of the Regional Curriculum Project, no formal evaluation has been completed. Consequently, this report

deals only with those activities which had been completed or were in progress a month before the close of the 1967-1968 school year.

For the purpose of assisting the local project coordinator in all phases of project planning and implementation, a steering committee was formed, composed of the county superintendent, members of the county board of education, the supervisor (who also served as local project coordinator), and representatives of teachers and the Parent Teacher Association. Although the primary responsibilities rested in the school personnel, the nonprofessional committee members provided the channels of communication which resulted in public readiness to accept the curriculum and instructional changes.

A committee composed of three State Department staff members (a general supervisor, a supervisor of physical education, and the Director of CSIP) was appointed to work with the Ashe County project throughout the duration of the Regional Curriculum Project.

One of the most stimulating activities carried on in 1966-1967 was the workshop designed to develop a climate for change. All elementary personnel in the county participated in this workshop with the following persons serving as consultants:

Mr. Richard Gardner, Tennessee State Department of Education
Mrs. Mary Evans, North Carolina State Coordinator, Regional Curriculum Project
Miss Marie Haigwood, North Carolina State Department of Public Instruction
Mr. K. Z. Chavis, Assistant Director, Comprehensive School Improvement Project
Dr. Thomas Snipes, CSIP Consultant, Appalachian State Teachers College

To introduce the new program and to provide a better understanding of its objectives, the West Jefferson School staff developed a publication, The Non Graded Team-Teaching Plan of West Jefferson School, which was distributed to the parents at the opening of school in the fall of 1967.

Simultaneously, seventy-six fourth year children, with three teachers and one teacher aide, launched the program for which the planning had been done the previous year. The teaching team, with the assistance of the aide, directed the learning experiences of the children by using many new techniques and materials:

- Flexible scheduling;
- Large and small group instruction;

- Team planning and evaluation;
- Individualized units of work;
- Regrouping throughout year, from one level to another, to take care of individual needs;
- Using teacher aides to give the teaching team more time for the instructional program;
- Televised programs viewed by teachers;
- Development of a resource center;
- Increased use of audiovisual materials and equipment;
- Individual and group projects.

Evaluation

Strengths

- Attitudes of teachers toward change and innovation became more favorable following the first year of

involvement in making plans to move the program into the 4th grade.

- Teachers have developed certain competencies in working together as a team.

- Observation of an excellent nongraded team-teaching program in Pittsburgh encouraged teachers to experiment with some changes which they had previously been afraid to try.

- The children appeared to be more responsive and interested in learning activities in the more informal and relaxed setting than in the traditional self-contained classrooms.

- The use of a teacher aide provided more time for the teachers to devote to the instructional program.

- Resourcefulness of teachers in the use of make-shift facilities developed ingenuity.

- There were evidences of an improved instructional program in many areas, some of which follow:
  - pupil-teacher planning;
  - use of wide variety of materials and equipment;
  - grouping for instruction;
  - displays of children's work;

- quality of children's work.

- The development of a publication to inform parents of the new program resulted in improved school-community relations.

- The preparation of a new progress report of the child's development strengthened communication between the school and home.

- According to the local project coordinator, State Department of Public Instruction consultants provided considerable help in many areas, among which were:
  - identifying consultant services available;
  - providing consultant services;
  - identifying desirable educational goals;
  - identifying desirable curriculum changes;
  - identifying procedures that facilitate change.

- The principal of the West Jefferson School recently stated that his school had always had full cooperation from the State Department and he expected this good relationship to continue. He also said that the State Department consultants were never dictatorial in offering services or in making suggestions.

Weaknesses and Problems

- Lack of released time for team planning made it necessary for planning and evaluating to be done before and after school.

- The use of facilities that had not been designed for team-teaching, particularly in large group instruction periods, was a handicap.

- Heavy snows in Ashe County during the winter months prevented State Department consultants from having personal involvement as frequently as might have been desirable.

- The local school personnel felt that working more directly with the principal, teachers and pupils would have been of greater benefit. Primarily the consultants worked more directly with the supervisor than with the team members.

- Limited funds prevented the use of college consultants to the extent desired.

Impact of the Local Project

Although it appears impossible to establish a cause and effect relationship, certain things happened in Ashe County since

1966, and certain changes took place. Some of these are recorded below:

- A more meaningful type of reporting pupils' progress to parents was developed.

- A guidance program was begun in every elementary school in the county.

- A professional library was established in each school in the county.

- Not only was team teaching used in the 4th grade experimental program at West Jefferson and in the CSIP programs, but other teachers also began to "team" for specific learning activities.

- A remedial reading program was inaugurated.

- The nongraded team-teaching program was expanded in the primary grades in four schools of the county as indicated below.

Grades Involved in Nongraded Team-Teaching Program

School	1965-1966	1966-1967	1967-1968
West Jefferson	1,2	1,2,3	1,2,3,4
Lansing	1	1,2	1,2,3
Jefferson	0	1	1,2
Riverview	0	1	1,2

- Following a recent evaluation visit to the Ashe County schools, the elementary supervisor, who also served on the committee to work with the local project, stated that she had seen more improvement throughout the elementary schools during that visit than at any time during her eight years of work with the State Department.

- The experience and personal contacts made possible through the planning workshop at Athens, Georgia, in the summer of 1966, gave to the Ashe County participant, who was just beginning her first year as elementary supervisor, an insight and understanding of a comprehensive elementary school program. In addition, it gave her a feeling of security as she began her new work.

The Humanities Program in Asheboro High School

Description of Activity

Background. Today's youth, while considered materially the most favored in all history, are faced with problems which trouble them deeply. These troubles manifest themselves in symptoms such as restlessness, alienation, experimentation with drugs and sex, the rise of delinquency and crime, campus rebellions, and the commitment to causes such as civil rights and the Peace Corps. It has been suggested that these are symptoms of uncertainty.

Older societies provided their youth with rather clear-cut moral and social codes which furnished a feeling of stability and permanence to their lives. Today's youth, however, have been handed these questions relatively open, and they must develop much of their own meaning and purpose of life.

Recognizing that the traditional separate-subject approach to teaching English, history, art and music was used only for the sake of convenience, and resulted in the fragmentation of knowledge rather than in organic unity which would help young people in facing questions of values, the faculty of the Asheboro High School in 1964 began to consider a humanities program as a possible approach in

providing students a better opportunity to personally discover meaning and purpose. Although the concern in this area continued, changes in personnel and other factors prevented further development of such a program until the summer of 1966.

In the early summer of 1966, after having been selected as one of twenty-four school systems (four from each of six southeastern states: Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee) to participate in the Regional Curriculum Project, the Asheboro High School renewed its efforts to investigate a humanities program, which would correlate English, world history, art, and music, as a possible means of curriculum and instructional development.

Overall Purposes. Among the many objectives of the development of a humanities program in the Asheboro High School, the following appeared to be most important:

- To provide the student opportunities for thoughtful analysis of questions which perturb the twentieth century individual as he searches for identity in a rapidly changing society;

- To help the student see in a larger context and utilize the knowledge he acquires;

- To help the student, through exposure to various aspects of culture, to broaden his own capacity for appreciation, judgment, and understanding of values;

- To provide the student experiences which will deepen his knowledge and broaden his understanding to the extent that he will be able to communicate more effectively with a greater number of people;

- To provide the student opportunities to analyze, explore, and investigate the literature, philosophy, history, music, and art which are reflections of men's thoughts, aspirations, and realizations;

- To provide the student opportunity to discover the essence, the meaning, and the relationships of ideas, rather than gathering isolated and inert facts;

- To develop within the student a scholastic competence and social conscience by dealing with meaningful concepts and values.

Specific Purposes. In addition to the overall objectives, there were certain specific purposes of the project:

- To develop in the student his own critical judgment about literature, art, and music.

- To introduce art and music as academic subjects with discipline and form, as reflections of periods of history, and as revelations of people's basic attitudes and ways of thinking.

Procedures. At a planning workshop for local projects, sponsored by the Regional Curriculum Project and held in Athens, Georgia, the Asheboro representative had access to a variety of resources in designing a plan of operations envisioning development of the full programs over a three-year period. These activities were scheduled:

- 1966-1967

  -- Development of curriculum guides (including scope and sequence) and instructional methods and materials;
  -- Orientation of teachers to the "core" and "team" approaches to instruction;
  -- Selection of a team of three or four teachers for the humanities program;
  -- Registration on a heterogeneous basis of 10th grade students (limited to sixty), who would be enrolled in the course;
  -- Collection of pre-test data;
  -- Selection of a matched group enrolled in the traditional program for the purpose of comparing gains.

- Administration of standardized tests (at the end of 1966-1967 school year) to third year students in order to collect baseline data;

- Careful study of purposeful grouping based on teacher opinions and all available pupil records.

- 1967-1968

  -- Continued development of curriculum and instructional methods and materials;
  -- Implementation of humanities course correlating a chronological post-holing approach (course to be taught by a team of three teachers during a two-hour block of time, plus a one-hour planning period).

- 1968-1969

  -- Continuation of humanities course with a new group of 10th grade students (already more students have registered for the beginning humanities course than were enrolled in 1967-1968);
  -- A second year course in humanities based on a thematic approach to the study of American history, English, art and music (this second

year course was not envisioned when the project was originally written. At least one member of the team used in 1967-1968 will also be a member of the second year course. She will help to train the team which will teach the second year course).

A humanities committee composed of eight people (including a librarian and teachers of history, English, art, and music) was appointed in the Asheboro High School. A five-member committee of State Department personnel was appointed to work with the Asheboro local committee. This State committee was composed of supervisors of English, social studies, music, and art, and the division director of educational media.

Throughout the duration of the RCP, these two committees worked together in an effort to achieve the objectives of the local project. Some of the first-year activities were:

- A two-day humanities workshop sponsored by the local unit was held in September, 1966. Mr. Warren Buford of the University of North Carolina served as consultant. During this workshop, the merits and disadvantages of various types of humanities programs were discussed, and ways in which the State Department committee could render service were outlined.

- Securing and reviewing materials was one area in which State Department personnel gave assistance. At any time the local committee needed material which was unavailable at the local level, or when State consultants discovered new materials, these were shared with the Asheboro committee.

- Although the actual writing of the course of study was accomplished by the Asheboro committee, individual members of the State committee — and at times the entire State committee — met with the local committee to assist in the activity.

Beginning in the fall of 1967, the first course in humanities was offered to fifty-eight tenth grade students. The outline of the course of study, which was developed the previous year, underwent refinement and revision from time to time. The resignation of the art teacher meant that only a three-member team would do the teaching. With assistance from the State art supervisor, the three remaining team members developed competencies which enabled them to provide a satisfactory art correlation in the program.

Because materials for this new course were very limited, an application was made for funds under Title II, ESEA, to provide additional books, printed materials and audiovisual materials. In February, 1968, the application was approved

for $8,000. The additional materials strengthened the program for the remainder of that school year and will provide needed resources for the two courses which are being taught in 1968-1969.

Original plans included pre-testing and post-testing to determine if significant changes occurred in students as a result of their participation in the project. As of the end of the 1967-1968 school year, the testing phase of the program had been limited to tests designed by the teachers. The local committee and State consultants examined many standard tests in an effort to find one or more that would be appropriate to the approach which was used in the Asheboro humanities course. It was the consensus that none of them would effectively measure the attitudes and values that had accrued to the students. Department consultants in the area of Talented and Gifted Children have scheduled conferences to work with the Asheboro committee to design appropriate tests for use during the 1968-1969 school year.

Evaluation

Strengths

- Student motivation and interest were extremely high, according to the teaching team. Out of a

group of fifty-eight students who enrolled, only one requested to be transferred at the end of the first semester.

- Morale of the teaching team was exceptionally high, according to the team members, and according to State Department personnel. Contributing factors to this high morale were:
  --approval of Title II funds for $8,000 to provide additional books, other printed materials, and audiovisual materials;
  --support and response from the administrative level;
  --favorable community reaction to the humanities program;
  --enthusiastic support and assistance on the part of State Department of Public Instruction staff.

- According to teachers, some individual students participate in class discussions and respond voluntarily for the first time since they entered school.

- Trips to museums, art galleries and the State Department of Archives and History exposed students to various aspects of culture, resulting in a broadening of appreciation, and in developing judgment and understanding of values.

- A planning period, following the two-hour class period, provided time for members of the teaching team to plan their work and their schedules in such a manner that individualized instruction could meet the needs of students.

- New instructional techniques, such as team-teaching, large and small group instruction, utilization of new social studies methodology (teaching by questions), strengthened the competencies of the individual members of the team.

Weaknesses and Problems

- Having no art teacher as a member of the team might have been a weakness in the initial stage of implementing the humanities program. The art teacher resigned just prior to the opening of the 1967-1968 school year and no replacement was found. In the long run, however, this very factor proved to be a strength, in that it challenged the remaining team members to develop certain competencies in the art discipline.

- The lack of released time (other than the one planning period daily) for the team to work on the development of curriculum guides resulted in a delay in making these materials available, since

all the work had to be done after school hours. Consequently, curriculum guides and materials were being developed and written at the same time the course was being taught. Each member of the team had full teaching responsibilities or other duties each period of the day.

- There were not sufficient funds to supply as many books and other instructional materials as were desirable.

- Determining what types of post-test data to gather presented a problem since comparatively few instruments have been developed to measure attitudes and values.

- Lack of funds limited the Asheboro committee in traveling to observe other humanities programs in operation. One member of the teaching team expressed the opinion that this had been one of the greatest weaknesses.

Impact of the Local Project

The impact of the project was two-fold -- the impact on the local school and on the State Department of Public Instruc-

tion. Although it appears impossible to establish a cause and effect relationship, certain things happened, and certain changes took place, according to observations made by those who have been involved in the project. Some of these are recorded below:

- Increased participation of students in classroom discussions and more frequent voluntary responses by students suggest a higher degree of student motivation.

- New instructional techniques appear to have strengthened the competencies of individual teachers, as well as the effectiveness of the teaching team.

- The continuation of a humanities course on the 10th grade level, and the offering in 1968-1969 of a second humanities course on the 11th grade level indicate that parents and students, as well as teachers and administrators, believed the course was successful.

- Local school personnel appear to have developed a deeper appreciation of the ability of State Department consultants to assist in bringing about curriculum change. One member of the teaching team said: "Prior to our Humanities project, I had no idea how much help the State Department could offer. There

seems to be a real partnership now; before there was no warmth."

- The number of visitors from other school districts to observe the humanities program in Asheboro suggests a growing interest in the inclusion of humanities in the secondary school curriculum.

- Although individual State consultants had at times assisted schools in the humanities area, the Asheboro project provided the first opportunity for the State consultants to use a team approach in assisting to develop a humanities course of study. According to the chairman of the State committee which worked with the Asheboro project, this team approach not only provided a new technique for consultants, but it also provided the committee a better understanding of the humanities as a part of the school curriculum.

- Participation of the Ashboro High School principal, who served as local project coordinator, in the Planning Workshop for Local Coordinators (Athens, summer of 1966) gave renewed impetus to the humanities program.

- Five student teachers in the Asheboro High School requested permission to observe in the Humanities course.

- The "humanities" approach appears to be spreading to other areas in the school. Some teachers of English, French, and social studies have asked team teachers to assist them in their particular disciplines.

A Cooperative Program for the Study of Instructional Leadership Involving Experimentation in Determining the Role or Roles of State Departments of Education in Facilitating Desirable Change in the Educational Program for Children and Youth. (A Project under Title V, Section 505, Public Law 89-10, Elementary and Secondary Education Act of 1965.)

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